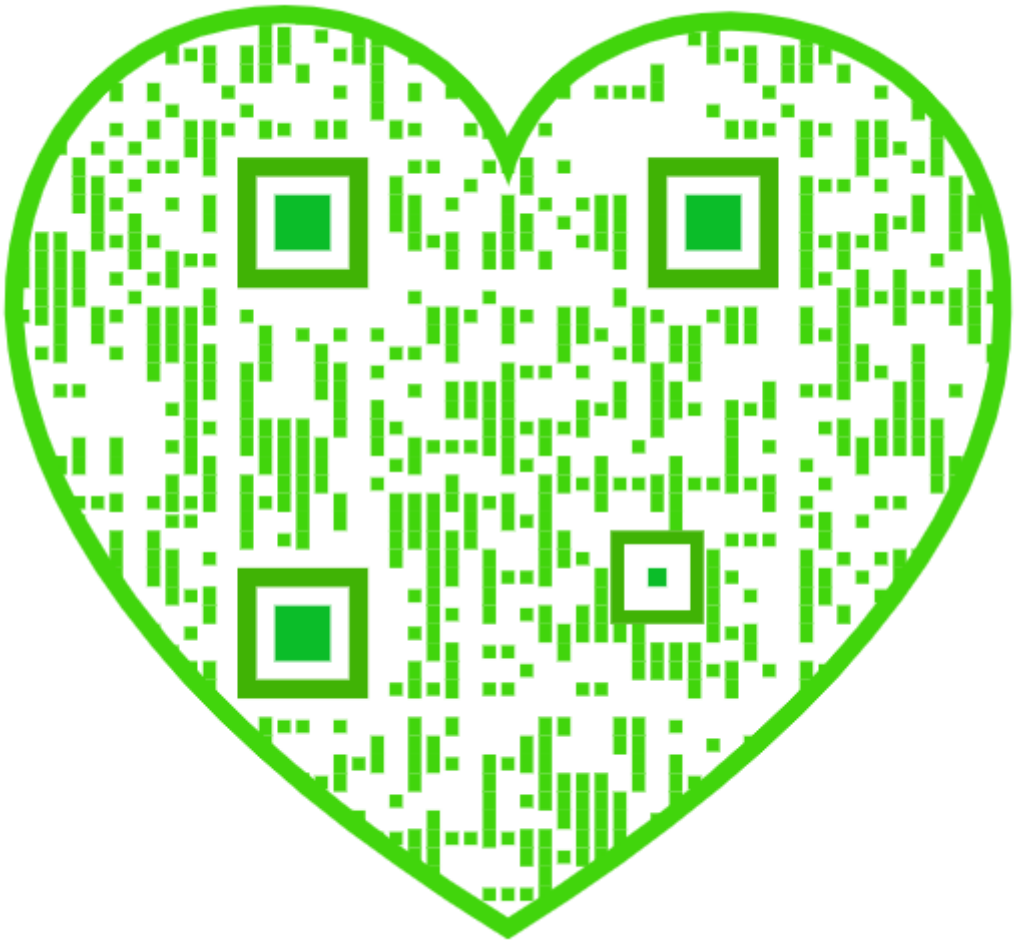

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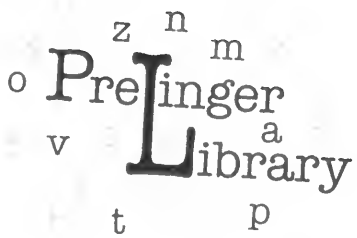

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APRIL, 1949

Playground Issue

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on the Cover → RECESS—Stalwart cartoonists undertake to present a playground full of typical, milling moppets. Courtesy of *Collier's* magazine, the Crowell-Collier Publishing Company, and the artists—Janice and Stanley Berenstain.

RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

April 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

Playgrounds

1906-1949

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Very little has been proposed since that relates to playgrounds that was not mentioned in those few days of the 1906 meeting.

But America was ready for playgrounds. Cities were willing to tear down block upon block of old tenements to provide open space for playgrounds.

The people were ready, by their ballots on election day, by referendum to vote millions upon millions of dollars for playgrounds.

In 1908, in the State of Massachusetts alone, forty-two cities voted whether or not to accept a certain state law and establish playgrounds and forty out of the forty-two voted favorably.

In certain cities in playground referendums the vote has been ninety per cent favorable to a playground bond issue.

Park leaders, leaders in schools, churches, YMCA's, settlements, chambers of commerce, Rotary, Kiwanis, Lions, PTA's all helped. Newspapers led campaigns. Labor leaders sent telegrams. Above all parents were heard from.

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The common ordinary people who make up America want playgrounds for all children everywhere and want them now. The playground movement has been and is a great cooperative movement in which all people are united.

There is no difference of opinion now as to the universal need for playgrounds.

HOWARD BRAUCHER.

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THE MAGAZINE OF THE RECREATION MOVEMENT

Playgrounds

1906-1949

WHAT HATH AMERICA wrought in these last forty-three years since the National Recreation Association—then known as the Playground Association of America—was established at that Washington, D. C. meeting April 12, 1906?

Then only a few cities had a few playgrounds. Even the word playground was fairly new.

Then the people—simple people—who believed in children and in men and women, came together to build a cooperative movement. Their great asset was faith. They had vision. They were ready to work hard. Not much wealth was represented.

Very little has been proposed since that relates to playgrounds that was not mentioned in those few days of the 1906 meeting.

But America was ready for playgrounds. Cities were willing to tear down block upon block of old tenements to provide open space for playgrounds.

The people were ready, by their ballots on election day, by referendum to vote millions upon millions of dollars for playgrounds.

In 1908, in the State of Massachusetts alone, forty-two cities voted whether or not to accept a certain state law and establish playgrounds and forty out of the forty-two voted favorably.

In certain cities in playground referendums the vote has been ninety per cent favorable to a playground bond issue.

Park leaders, leaders in schools, churches, YMCA's, settlements, chambers of commerce, Rotary, Kiwanis, Lions, PTA's all helped. Newspapers led campaigns. Labor leaders sent telegrams. Above all parents were heard from.

America was for playgrounds—playgrounds for children and playgrounds for everyone. America has never wavered in backing playgrounds. America is for playgrounds now.

The danger is that citizens shall think, because in so short a time so many billions have been expended for open spaces for play, that the job is done. It is only begun.

In new housing projects, in new real estate developments, in new villages there is need to see that after streets are laid out playgrounds are planned also.

We indict ourselves when we plan areas for living and do not provide playgrounds.

Parents do not want to live where their children are killed while playing in the streets; where jails are built but playgrounds not provided for the children; where there are tuberculosis sanitariums but no opportunity for children to play vigorous games out in the open air; where asylums are built for the mentally afflicted but no opportunity provided by the city for children to grow up normally with all the playgrounds that should be the birthright of all children.

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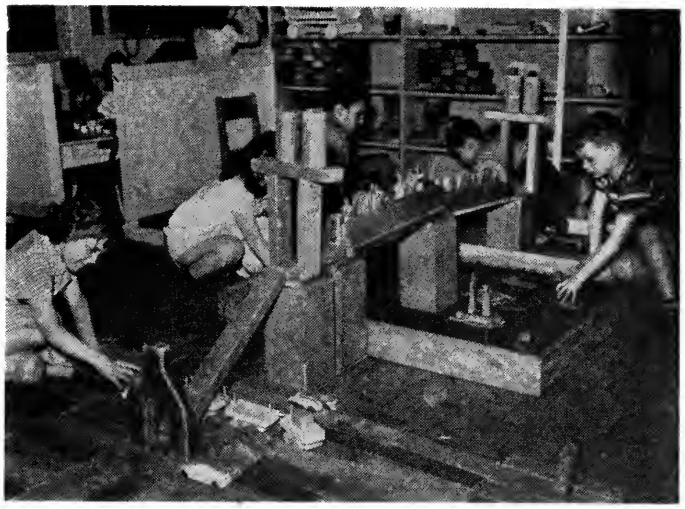
HOWARD BRAUCHER.

Our Children and

the world they live in



Like grown-ups—we build bridges and keep house.

THE OPPORTUNITY made available to children for individual and social growth is a challenge to all those who are seriously concerned about the effects of the troubled and restless times in which we live. Not only is there confusion in the world of nations, but confusion penetrates the world of children. As a result, we have not made satisfactory progress in implementing the concept of the whole child. This is a goal both educators and group workers spoke of with some confidence a few years ago. In reality, we are still dealing with the "fractionalized" child. What has been happening? Most vital from the child's point of view is the alarming change in family life. . . . There is widespread confusion and insecurity among adults and children alike. . . .

Urbanization, crowded city conditions, unsatisfactory living quarters from which there can be no change for some time, and mounting costs in living are all factors which have increasingly curtailed the family's ability to give children direction in the use of their free time. Schools and social agencies are trying to remove the boundary lines which separate them and which keep their programs unrelated, but the categories still exist and the coordinated services that children should have are still lacking. The auspices under which children spend the many hours of non-school time are not half so important as that these services be accessible, and be related to the child's and the family's requirements.

"Make-believe" forms a large part of our play life.

Programs particularly for school-agers need to be: *day by day,* so as to give a sense of security and the feeling of belonging; *under able leadership,* so that the child can have a progression of worthwhile experiences; *centered in group living,* so that the child can learn how to become a member of a democratic society.

The more fragmentized his living, the more necessary it is for out-of-school experiences of this sort to be provided.

It is not too far-fetched to conceive of a society of disgruntled adults coming out of such a background. We can ill afford to develop frustrated future citizens for the important role of world leadership which they may be called upon to fill.

From the 1947 Annual Report, by permission of the Play Schools Association, New York.

Leader and children share experiences in activities.

Imagination?

"As everyone knows, the doors of imagination must be opened if the heart is to be enriched."

DURING THE past year, expansion of the number of playgrounds in America has been heartening, the use of the services of trained leadership has multiplied. The nation has become playground-conscious. In many instances, community people have been so concerned that they have actually constructed their own playgrounds; in some areas, new and unusual equipment is being tried out. Adults increasingly have been using playground facilities themselves, meeting their friends, enjoying program activities. More adult and family programs have been introduced; special events for young married couples, working men and women, housewives, fathers, have been included. More people over sixty are being considered in initial planning of playground areas, and special shady sections are being developed for them—where they can sit and chat, play quiet games or enjoy such things as shuffleboard, horseshoes and so on.

Some playgrounds, in fact, have attained that ideal status of "center of community life" toward which all are working.

Many programs have been excellent; but in taking an over-all look at program activities in general, it might be well to pause and ask ourselves some questions. Several visitors, making a study of our playgrounds of late, have presented us with an objective view. The comment has been made that, while well-equipped and supervised, our playground programs, on the whole, seem to follow a stereotyped pattern showing too little emphasis on program other than sports; that they often are lacking in imaginative planning and content. Is this true?

Are too many of us, then, overlooking those activities which stimulate the imagination, satisfy the search for new worlds of adventure, open to children all possible channels for creative experience, contribute carry-over values which are varied and far reaching? *How would you evaluate your own program in the light of the above?*

This is not to say that there have not been many instances of original and imaginative playground activities throughout the country as, for example, in Alexandria, Virginia, where a full-sized pirate's galleon takes boys and girls a'sailing on the seven seas, and the Indian tepees on the playground have been decorated by the children with designs of their own creation; or in Palo Alto, California, where imaginative play is encouraged by well-designed facilities for a children's theater; or in Memphis, Tennessee, where last summer's playground theme was "Hobbies"—where hobby scrapbooks were made, everyone collected or created something for the Hobby Exhibit, Dramatic Club Hobby Theatres were formed, pet clubs organized, a Hobby Fair and other hobby projects carried out; or in Lexington, Kentucky, where little girls dress in their mothers' clothes and are taught proper manners when they entertain their dolls at tea, and where Lady-Make-Believe makes calls at all the playgrounds.

More examples of some few of these programs will be found on the following pages.

Home of Three Bears Fascinates Children From Local Playgrounds

Pat Burnett Gish

THIS IS THE story of the three bears.

Once upon a time, in a little house that was east of the sun and west of the moon, but in Fayette County all the same, there lived three bears—Father Bear, Mother Bear and Baby Bear. These bears stayed in their house during the winter when the weather was right, but when June rolled around, the heat drove the bears to the home of their relatives in Michigan, where they remained until September.

One summer, about eight years ago, while the bears were away on their vacation, a Lexington, Kentucky, playground director named, not Goldilocks, but Miss Anna S. Pherigo, was looking for something different to amuse the several hundred small children who frequented the various playgrounds in the city.

Miss Pherigo, out for a drive one day, was guided by a new invention, called "radar," on her new car, to the home of the three bears. Since that time, more than 1,400 Lexington children have thrilled to a visit to the House of the Three Bears.

Children are loaded into cars at the playgrounds, and with Miss Pherigo's car and the "radar" in the lead, a route "east of the sun and west of the moon," over the roller-coaster road, leads them to the three bears' residence.

Here everything comes in three sizes—big, mid-

Mrs. Gish is reporter for the Lexington Herald-Leader, from which this article is reprinted.

Lady-Make-Believe visits all Lexington playgrounds in a pony cart; delights children with her stories.

Children peer cautiously inside the House of Three Bears, fearful lest the occupants might be at home.

dle-sized, and little. The fabled big-sized chair for the big-sized Father Bear, the middle-sized chair for the middle-sized Mother Bear, and the wee-little chair for the wee-little Baby Bear face the stone mantel, over which hangs a photograph of Uncle Cross Bear of Michigan.

Because Baby Bear is too lazy to fix his chair, and Father Bear was too busy to do it, the wee-little chair still is just as it was when Goldilocks left it.

On the table are three porridge bowls and three spoons, empty now because the bears have left. But the pot of water is already on the stove, awaiting the return of the bear family. Three sizes of coffee pots, water bottles and mixing bowls also are in readiness.

Upstairs are three beds, on which no child may lie, for the bears would be angry if they knew someone had slept in their beds. Children look out of the window from which Goldilocks leaped in her haste and fright, and show no inclination to nap in the bears' bedroom. Clothes hooks marked for Father, Mother and Baby are on the bedroom walls.

In the bathroom there are three towels. The dirty one, of course, belongs to Baby Bear. The bears' combs are pine cones—three sizes, naturally.

Outside the house are three peach trees, bearing big-sized peaches, middle-sized peaches, and wee-little peaches. Father Bear's garden grows big man-sized vegetables such as corn and cabbage; Mother Bear's middle-sized garden grows such middle-sized things as lima beans and tomatoes; but Baby Bear was too lazy to hoe his wee-little garden, so all it grows is weeds.

Near the outdoor oven, in which the bears can roast a whole lamb when porridge becomes monotonous, are two tables—a large one for Mother and Father Bear and a small one for Baby Bear. Bees in three hives work all summer to make honey for the bears' winter breakfasts.

When the hot days in early summer become too much for the bears, they may bathe in their swimming pools—a big one for Father Bear, who splashes a lot, and a shallow one for Mother and Baby Bear, who merely like to sit in the water. At one end of the shallow pool are several paint pots in which the fairies dip their brushes when they are painting the flowers.

And who ever heard of the three bears without Goldilocks? So Goldilocks' house is about twenty-five yards away. When Goldilocks isn't at home, the children may visit her house, too. Pictures of most of Goldilocks' friends, including Cinderella, Little Boy Blue, Mistress-Mary-Quite-Contrary, Little Bo-Peep, Mary-Had-A-Little-Lamb, and Tom-Tom-the-Piper's-Son, are hung on the walls. Goldilocks' doll collection is a sight any little girl would love.

Lunch on the bears' picnic table, and a few peaches taken from genial Mother Bear's tree, are quite exciting to children in the eight-to-ten-year-old range.

A cry of "Here come the bears! They've come back early," sends the youngsters running to the cars, and the "east of the sun, west of the moon" route is followed back to Lexington, where astonished families hear marvelous tales of a real house with real furniture, in which live three famous bears—very real to these visitors.

Youngsters Ready

WITH THE OPENING of sixteen summer playgrounds this year, in park areas and on school grounds, Lincoln, Nebraska, will inaugurate its twenty-seventh consecutive summer playground season.

This is but one activity, however, of Lincoln's year-round recreation program, now carried on by the Lincoln Recreation Board, which represents the cooperative efforts of the Board of Education and the city. Baseball at the Muny fields, basketball, youth clubs, social gatherings planned for young and old, playground awards, a picnic loan service, the Muny game center, assistance to the Industrial Recreation Association, the Good Time Club for persons over sixty years of age, and assistance to church groups in their recreation programs—such is the variety of activities which keeps the staff of the recreation office, located in City Hall, busy early and late throughout the year.

Interest in providing playground and recreation activities for the community has been long standing in Lincoln. The records of the National Recreation Association show that the first contact they had with Lincoln was in 1908 when Superintend-

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Reprinted from the *Sunday Journal and Star*, Lincoln, Nebraska.

Summer playgrounds are the basic activity sponsored by the Lincoln Recreation Board.

ent of Schools, W. L. Stephens, wrote them for playground literature and other information.

In 1909, the City Improvement Society, made up of leading Lincoln citizens, requested the services of a field secretary. They were raising $1,000 privately for summer playground equipment and leadership.

It was not until 1922 that the start was made of what was to become a permanent recreation system for Lincoln. In that year, the PTA laid the groundwork for bringing the Board of Education and the city together in the joint financing and control of summer playgrounds on school grounds and in park areas. In June, 1923, seven supervised summer playgrounds were maintained as a result of this effort. There has not been a break in the summer playground program of Lincoln ever since that time.

for the Season

The success of the playgrounds operated in 1923 and 1924 was such that Superintendent of Schools, M. C. Lefler, sent an invitation, supplemented by an invitation from twelve individuals and seven civic clubs, to the National Recreation Association to send a representative to Lincoln. This resulted in the creation of an advisory recreation board made up of two members from the Board of Education, two city officials, and three citizens at large.

This cooperation provides for Lincoln the maximum use of public facilities at a minimum of expense. In 1947 the board was reorganized under city ordinance, and the membership was increased from seven to nine by the addition of two more lay members.

Earl Johnson served as part-time director, with a full-time assistant, from 1925 until 1932. By this time, the activities had grown to a point where the services of a full-time director were needed. James C. Lewis was appointed to the position, and the office was moved from the Board of Education to City Hall, where a regular staff of four now carries on the work.

While summer playgrounds are the basic activity of the board's program, the largest activity for the summer season, in point of numbers, is at the Muny fields, which were established in 1934. Floodlights make possible baseball games after dark as well as in the daytime. Sixty-three teams have been participating in the program. These teams include those from the industrial, junior chamber and church leagues. During the war, the Muny fields were a real asset for the air base teams which played softball and baseball games that drew large crowds of spectators.

Special Activities

The most spectacular activity sponsored by the Lincoln Recreation Board was the Christmas parade. This activity was abandoned when the war created a manpower and material shortage but, from 1934 to 1940, this colorful spectacle drew hundreds of citizens from Lincoln and adjacent towns to see Santa Claus, various storybook and nursery rhyme characters parade through the city's downtown streets.

In step with the present trend of providing special teen-age group activities, a weekly dance is conducted during the summer in the Antelope Park pavilion, and a swim at the Muny pool every Friday night, weather permitting, for teen-agers who have graduated from junior high school. As

Fun is provided for all age groups. Here Good Time Club members ponder a game of Chinese checkers.

many as 2,000 register for this activity and attendance ranges from 260 to 735 each week.

The High Spot and Hub clubs for boys and girls in high school function during the winter months, their dances being held in the high school buildings. The Pilot clubs, for boys between eight and fourteen years of age, have been especially popular.

Other winter activities have included the West A Center mixed groups for those from twelve to twenty years of age; the Havelock Center for junior high school students; and planned activities at Whittier Junior High for the Belmont boys and girls between the close of school and the arrival of transportation to take them to their homes. The Swing and Cheat Club is a square dance group for those between the ages of eighteen and thirty-five, sponsored jointly by the Y.W.C.A. and the recreation department.

One of the largest winter activities each year is basketball. Fifty-five teams, playing in five leagues, have brought the figure for this activity, including players and spectators, up to 15,000. A newer activity is the city-wide track and field meet sponsored by the Cooperative Club. Any playground boy or girl is eligible to enter this meet.

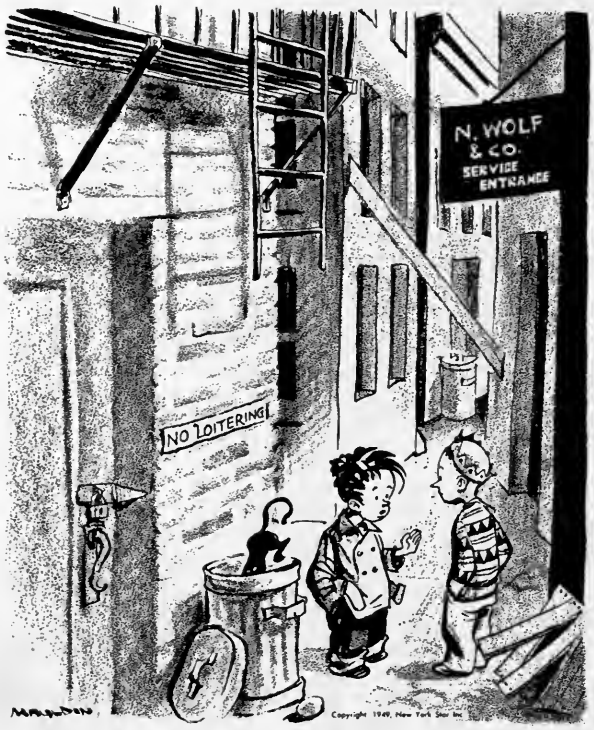
In addition to the city's regular recreation program, Superintendent of Recreation Lewis has charge of golf, tennis and the Muny pool.

It is the policy of the board, in planning public recreation programs for the City of Lincoln, not to infringe on the activities of private and semi-private agencies. Where possible, it cooperates with them. The board has always been affiliated with the National Recreation Association and receives regular service from that organization. Making available the fullest possible use of all of Lincoln's public facilities for the leisure-time enjoyment of everyone is the aim and purpose of the Lincoln Recreation Board.

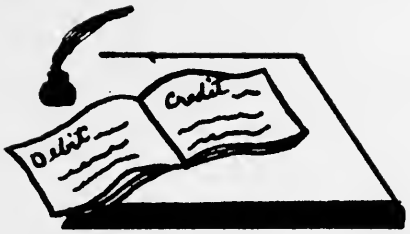
Duties to the Community

THE UNITED NATIONS, working on the International Declaration of Human Rights, on November 21, 1948, by a vote of thirty-four to two, adopted the following statement: "Everyone has duties to the community in which alone free and full development of his personality is possible."

Because of the tremendous growth of interest in service to the neighborhood and to the community in the United States, it is of particular interest to American citizens to see such a resolution adopted by the UN. Several business corporations have recently been emphasizing in their advertisements the great need for all citizens to work in behalf of their communities. For example, the Elgin Watch Company, in their broadcast on November 25, 1948, had a most eloquent plea for such community service. Always, of course, cooperative provision for recreation in the community is thought of as a part of this service.



"It's settled, then. My first million goes into playgrounds."



A Business *Without a Balance Sheet*

"Spring cannot be measured"

Virginia Musselman

A GREAT DEAL has been said this year, by press and radio, about "balancing the budget." It always has been a problem in voluntary and service agencies, such as ours, and this year such agencies have had to face an increasing demand for service, plus a large rise in the actual *cost* of such services. This raises a big question. Is such bookkeeping possible? Can service be measured in terms of money? *Should* it be so measured?

The Correspondence and Consultation Bureau of the National Recreation Association feels particularly concerned over such questions because the funds that make its work possible come from individual contributors all over the country. These contributors have a right to know how their money was spent, and what it produced. We know, of course, that our correspondence and our consultations are responsible for bringing in many orders, subscriptions and memberships, but no figures are kept which could be used for cost and income comparison and, indeed, such a system would, in itself, be an additional and questionable expense.

We find, therefore, that we cannot measure our service, unless some means can be devised to measure intangibles. Until we can do this, a balance sheet is meaningless.

The measure of an organization of any kind is its purpose. The purpose of a commercial organization is to make money, and the degree to which it accomplishes this purpose can be stated in terms of dollars. The degree to which this Bureau accomplishes its purpose cannot be measured in terms of anything, because quantitative measures, the ones that are used in dealing with costs, are not applicable.

We hear much about the Atomic Age. Perhaps we can find a comparison here to illustrate our work and the difficulty of seeing and judging immediate tangible results. Atomic energy, they say, results from the breaking of the nucleus of the atom. Under specific, controlled conditions, this nucleus can be split by setting up what is called a "chain reaction." In doing this, entirely new substances are created, and some of the mass of the atom appears in the form of "energy."

We like to think that our work sets up a chain reaction, sometimes amazingly and excitingly rapid, sometimes slow, but always followed by some release of energy. We believe it does—but we can't prove it. Nor can we measure it.

No one would dispute the value of giving information and advice to recreation departments on such definite questions as those of administration, layout, personnel standards and program. What if this information is not used? What if it shows no "release of energy" for years? Should we place such inquiries on the debit or the credit side of the balance sheet?

What about the boy who wrote, "All my life I've wanted to paint. I am fourteen years

In 1948, the Correspondence and Consultation Bureau of the National Recreation Association received 21,226 written requests for information and service—an average of about fifty-eight a day for every day in the year.

Five hundred and thirty people came in person, instead of writing. Among them were visitors from Sweden, England, South America, Australia, India, Burma, New Zealand, China, Canada, and South Africa. We have no doubt that the seeds of the recreation movement will eventually spring up in many far-away places! No count of the local and long-distance telephone calls was kept. Time was too short!

old." He probably will never be a great painter. He may try it, and tire of it in a week, as often happens among fourteen-year-olds. Were we wrong in spending time and money in giving him material to help him learn to paint? If he never paints a single picture, but looks at paintings with a "seeing" eye, was it worthwhile?

Take the old man who said, at one of the NRA Institutes, "I sho' ain't lived in ninety-two years 'til I learned how to play." His days of playing are pretty much limited. Should we count him on the debit side? If he never has another day of fun, was that one evening worth anything in terms of a human balance sheet?

Take all the college students who visit us, or write us for help on their theses. They'll use what we give them for that one paper—but will it mean anything more? Should we say, "They're a waste of time and money," or can we think of them in terms of possible future board members, volunteer leaders, or parents whose knowledge of recreation will make a better home for their youngsters?

The professional architects, who write to us about layout and design of recreation areas and facilities, make money in their work. Shall we count them on the red side of *our* ledger? If the buildings they design, or the playfields they plan, are better because of our assistance, doesn't the chain reaction set up by our help go right down to every youngster or adult who *uses* those facilities?

That ex-RAAF pilot in Australia, who lost an arm and a leg in the war, and who is paralyzed from the waist down—was our letter, and the material on games and hobbies which we sent him, a useless expenditure in terms of end results?

Those teachers, those ministers, those rural leaders who write to us in such numbers—they'll have very little apparent effect upon the recreation movement in America. Yet the church may hold its members better, the schools may give more to their pupils, and the farm families may find rural living more satisfactory through them. We can't tell. Maybe the teacher forgot our answer, and filed our material away in a deep drawer. Maybe she didn't—and some youngster discovered that school was fun, and will plan to go on to college. Who can tell what chain reactions are set up, or where they end?

Those local individuals and groups who write: "Our youngsters hitch-hike fourteen miles to the nearest movie," or "Our town has nothing to offer our children. What shall we do?"—do they count? The individual may move away or lose interest; the group may dissolve before the insurmountable problem of finance. *Or,* the individual may grow to two, or three, or four people who write in; the group grow into a Board or Recreation Council. We can't tell. We don't know. Often that early interest seems to disappear, like an underground river. Sometimes, in a year, it bubbles up into sight again, with exciting news—"We ran a program on three playgrounds last summer, thanks to you, and we're working for a year-round program now." Certainly *that* would put it on the credit side—but what about the ones from whom we don't hear? Shall we count them off as losses? Did those seeds fall on barren ground? And if they did, does it make the effort of planting any less important?

We know we sow a lot of seed. Some of it falls on fertile soil, and sometimes, not always, we hear about the fruit it produces. Some of it may fall on barren soil, or rocks, and bear no fruit. We keep remembering, however, that we've seen big pines growing out of what looks like solid rock, so we don't give up any seed as lost effort. That pine tree may have little or no soil, but it offers shelter to birds and animals, firewood to the farmer, lumber to industry, and beauty to everyone who sees it.

We can't see or measure what goes on in the hearts of men—or in their minds. Until we can, shouldn't we count no seed as lost? Shouldn't we try to remember that many seeds germinate slowly, and that many plants mature slowly, once they come up? If they don't come up, or don't mature, perhaps they make room for another plant—and perhaps the gardener has learned something more about their cultivation. If there is one thing a gardener learns, it is patience—patience and hope. Sandburg caught it in his words, "Spring comes on forever."

Spring can't be caught in a ledger. We have to leave many things to time. It is a safer measure than money—but you can't balance it!

VIRGINIA MUSSELMAN—See page 39

"The measuring rods of attendance registrations and other statistical information are unsatisfactory when used in connection with such a department of human service as a recreation department. One cannot measure the hours of happiness; the joy of self-expression; the challenge of skill and the opportunities for friendly sociability that are important factors of all our programs."

—*Elizabeth Recreation Commission.*

One World

on Your Playground

Build up the festival idea as something exciting. Keep the folk dancing simple.

Dick Kraus

MOST RECREATION LEADERS would be likely to say, "A folk festival on our summer playgrounds? Sounds good!" But, chances are, they would add, "Wouldn't it be awfully expensive and hard to organize?"

The answer is—not necessarily! More and more communities have been putting on successful summer playground folk festivals, with children of all ages performing various national dances and songs in colorful costumes. When properly planned and organized, this sort of project can bring rich benefits to a summer recreation program. Too often, playground activities are centered about sports and games, presenting little of a cultural or creative nature. Preparing for a folk festival through the months of July and August can increase the variety of an activities' program. In addition, by setting up a summer's-end goal for leaders and children, a regular and growing attendance is stimulated through the hottest days of the playground season.

Wide age spread promotes cooperation. Problems can be solved.

Another value of the folk festival idea is that the demonstrating of, and participation in, the dances and songs of various national groups, races, and creeds, in a happy, cooperative setting, serves to build understanding and friendship and to eliminate unhealthy attitudes of prejudice or discrimination. In St. Paul, Minnesota, for instance, a series of outstanding annual festivals, with folks of all ages, creeds and races participating, has helped to weld that community of many diverse origins into a unified and happy city.

Granted, then, that folk festivals, particularly those combining the efforts of all the playgrounds and play schools in the area, can bring worthwhile dividends to a summer program. How do you go about producing your own festival? That is the big question.

First, it's a good idea to get together some time in the Spring, to plan the event. All recreation executives, leaders and otherwise interested persons should be invited, at this time, to share and contribute ideas and to insure the widest possible sponsorship when the actual work gets underway.

Shortly after this initial meeting, you will want to pick a theme for your festival. The subject should be topical, or appealing to all children, if possible. It should lend itself to colorful dances and songs. In Westchester County, New York, the 1947 theme was provided by the United Nations; while the following year, they held an "Aladdin and His Magic Lamp" festival, depicting the travels of Aladdin around the world. Playground children from each of the fifteen participating communities learned several basic dances, which they performed en masse on festival day.

Dick Kraus, social recreation specialist of the Westchester County Recreation Commission, is a square dance caller for the annual United Nations Folk Festival and teaches square dancing to high school teachers for the New York City Board of Education.

In addition, several groups learned and presented the more difficult exhibition dances of foreign lands. Other themes might have to do with American history, holidays, fairy tales, or the background of your own particular community.

Let's say, now, that you've decided upon a theme, and assigned people to plan and write the program itself. At this point you've hit what appears to be your first snag. You need a leader—someone who can teach the folk and square dances to your children or to their leaders.

This needn't be as difficult as it sounds. Fortunately, folk and square dancing have been making great strides in popularity in recent years. Several states have formed dance federations, and many large cities have a number of dance groups, with skilled leaders. If there is no such federation or club in your vicinity, you may be able to find a member of the faculty of a nearby college or university who will be glad to help.

Lacking any of these, there are many useful books, kits and phonograph records which your leaders can use in preparing for a simple festival. Some of the best sources are: "Folk Dances from Old Homelands" by Elizabeth Burchenal, published by G. Schirmer, New York; "Folk Dancing for All" by Michael Herman, published by A. S. Barnes and Company, New York; "The Handy Play Party Book" by Lynn Rohrbough, Cooperative Recreation Service, Delaware, Ohio; "Good Morning" by Henry Ford, Dearborn, Michigan; "The Folk Festival Handbook" published by *The Evening Bulletin* Folk Festival Association, Bulletin Building, Philadelphia 7. These may be obtained directly from the publishers, or from Michael Herman, director of the Community Folk Dance Center, P. O. Box 201, Flushing, New York, who will be glad to help you by also giving information on other music and dance sources.

Now that you've got a leader, or perhaps are taking steps to train your own leaders, it's time to give careful consideration to the exact programming of the festival, costumes, sets, and location. Planning the program will be easy, if you remember to strike a proper balance between songs, mass dances and small group demonstrations—with all held together by a narrator and, possibly, by a single repeated musical theme.

If there are any adult dance or choral groups in your community, they will probably be pleased to accept an invitation to participate. Often there are such groups which meet regularly, although little is known of their work. Depending on your section of the country, you may discover excellent Slav, Scandinavian, Irish or Mexican dance groups, just raring to come out and strut their stuff! You may find a good barbershop quartet or outstanding accordionist to sing or play popular and folk tunes. Possibly, to make the festival more of an all-around playground project, you will want to exhibit craft articles made during the summer, or to give out sports or championship awards at a midpoint in the show.

Costumes can add much to the color and pageantry of the occasion, and need not be expensive. At little cost, brightly-colored crepe paper can be used. Often a characteristic sash or skirt or hat will indicate the proper nationality, and will lend color to a plain white outfit. Costumes can be prepared in the weeks before the festival, as a quiet or rainy day activity. Helpful suggestions and ideas can be found in "The Costume Book for Parties and Plays" by Joseph Leeming, J. B. Lippincott, Philadelphia 5, and in "How to Make Historic American Costumes" by Evans, A. S. Barnes and Company, New York.

Your backdrop, or set, while it need not be complicated or elaborate, helps to make your show a success. It may be merely a row or semi-circle of benches, flanked by flags. Or, if you are lucky enough to have a craft workshop available, as many communities do during the summer, you will surely be able to get a squad of boys together to design and build a simple backdrop, using light poles, canvas and cheesecloth. Often you will find drapes or other materials gathering dust in school or community center storerooms.

You may have decided upon a location for the presentation in advance but, if not, this should be done as early as possible. Chances are that it will be most effective out-of-doors, preferably on a week-end afternoon when everyone, including dads, can attend. When you pick the location, however, don't forget that it may rain! If it is to be on a high school football field, with ready-made grandstands, make sure that the indoor auditorium is available in case of bad weather. If this cannot be done, set an alternate day for the festival, and make sure it is announced. It can be a very great disappointment if you've worked hard and looked forward to a big event all summer long, only to have rain ruin it at the end.

Your local situation will determine the sort of teaching schedule you work out with your leaders, and the amount of time devoted to preparation for the festival each week.

The technique found best by the County Recreation Commission in Westchester was to hire a song and folk dance summer specialist to travel throughout the county, teaching in each of the fif-

teen participating areas. In some communities, children from several playgrounds were gathered together in one spot. Perhaps two hours a week were spent at each place. In addition, a weekly recreation evening took place at the county center, to give playground leaders additional skills in games, dancing and singing. If you cannot afford to have a full-time specialist for the festival program — and few communities can — this latter way of training leaders is ideal. With a pianist, or even with records, your leaders can work out many of the simple dances and formations themselves.

At all times, it's a good idea to remember to keep the dances simple! Enthusiasm and spirit, more than complicated steps, make folk dancing enjoyable to do—and watch. Keep them simple—and keep them fun!

More than once, during the summer, problems are bound to arise. Bad weather will hamper your teaching; attendance will fluctuate; your best dancers will be dragged away on vacations or be taken ill. A wide age spread will make it difficult to plan and teach, and often boys will refuse to dance with girls, or at all. Face up to the problems one at a time, and don't become discouraged.

Get started early with your theme—program and teaching schedule worked out before the playgrounds open. Then you'll be ready to go right to work on the songs and dances, without letting a few precious weeks slip by.

Build up the festival idea to the children as something exciting and enjoyable! Then, rather than aim at the whole playground at once, take ten or fifteen of the most interested, and teach them regularly. Make it a dance club, with membership something to be prized! If you find that boys ridicule folk and square dancing as sissy stuff, and refuse to take girls as partners, try to get them into some easy, rhythmic circle games, in which no partners are required. Gradually they'll get to enjoy the dances. Then, bit by bit, accustom them to the idea of coupling off for certain dances.

Once they discover how much fun they can have, complaints will stop! And, when they find out that participants in the festival will get their names, and maybe their pictures, in the local newspaper, they'll be mighty impressed.

There are problems, yes. But it's the net result that counts. When you see a crowd of excited, happy youngsters out on the field, with a large audience clapping enthusiastically and tapping feet in time to the music; when you see that all the question marks have miraculously turned into exclamation points; when you see that you've got a real show on your hands—that is your reward.

And, when parents and town officials come up to praise the festival, saying "So that's what you were doing all summer! Not just baseball and checkers, eh?"—that's a pretty good reward, too!

(See *Handbooks of European Dances,* page 47.—Ed.)

Teen-Age Radio Talent

EVERY FRIDAY EVENING, from eight to eight-thirty p.m., boys and girls of Gadsen, Alabama, gather at the Recreation Center for the Teen-Age Radio Broadcasts. Recreation leaders help select the best talent on their playgrounds to appear on the program; other teen-agers write the scripts and, under the supervision of a staff member, make arrangements for other portions of the variety program. The time for the broadcasts is donated by local station—WGNH—as a public service.

This summer playground activity is very popular with everyone, for not only does it offer pleasant entertainment—as proved by the several hundred teen-agers who comprise the audience each week—but it also enables many of the participants to get their first experience in radio. Several of the boys and girls go on to study specialized courses in this field at college, while others are fortunate enough to continue in radio work.

Playgrounds

The playground director talks things over with the tiny tots enjoying themselves on the climbing logs.

After winter play, the children warm up in a heated hut. Here leader is arranging the sliding boards.

A two-hundred-year-old farmhouse in center of town is used as shelter and playroom for boys and girls.

From an interview with Mrs. Stina Wretland-Larsson of Sweden, and a BBC Broadcast prepared by the Stockholm City Council.

IF YOU SHOULD visit Stockholm, Sweden, and wander about in the southern part of the city, you would come across signs reading "Children, come and build your own town!" If you followed the directions given below, you would find yourself at the corner of a natural park where, over the entrance—even above the town's own city arms—you would see the words, "Freetown, Stora Bleckan." Walking through the park gates, on any weekday, you would come upon as many as two hundred children, working like beavers, busily building curious contraptions reflecting the various ideas of a child as to how to build a house.

In this—one of the city's fifty-some playgrounds—Holger Blom, superintendent of the Stockholm parks, is experimenting with a new type of playground where "children between the ages of six and fifteen can play freely, try out things, build their own." Here they have at their disposal hammer and nails, pliers, saws, old planks. On a simple town plan, they are allowed to build houses to their hearts' content. All children become "citizens" of the town, and—according to the town charter—each citizen takes care of himself and of the tools and materials that he borrows from the common store. Important decisions are passed upon by the City Fathers, consisting of ten citizens who have proved their dependability; and a Lord Mayor is elected. Only three things are forbidden within the town limits: to go barefoot, to carry matches, and to destroy a neighbor's house.

The interest of the children varies, sometimes running to two or three room houses, with bricks from an old pile being used as building materials. During another week, perhaps, there will be nothing above ground but a mass of pipes, which are the air-vents of underground caves in the process of being dug.

in Sweden

Are Unconventional

Wooden blocks, boards and saw-horses are good building materials. Above: a grocery store in action.

The Stockholm Tramways Corporation has become so interested in the project that it has donated a number of old trams, on which the children may play, or which they may improve with hammer, nails and boards. A few old scrapped motor cars, and a discarded airplane contributed by the Air Force, complete the equipment.

The youngsters form teams for each building project and take care of their own discipline. Before this idea of Superintendent Blom's was put into practice, fears were expressed in some quarters that it might lead to hooliganism, and that the children might hurt themselves or each other. In actual fact, the result has been exactly the opposite.

Mr. Blom says, "Trust the children, give them the chance of playing freely but not aimlessly, and do not subject them to too many 'don't do this and don't do that's.' Then, their ambition will grow and they will acquire self-confidence and even a sense of responsibility. This offers a valuable contribution both to their physical and to their mental education."

He feels that the children's future depends upon the environment in which they spend their childhood. Of the other playgrounds in Stockholm, fifteen are open all year-round. These, too, are located in parks which, after being merely ornamental, have been redesigned as effective, open-air playrooms. Playground leaders have been appointed to the park-recreation grounds.

Much of the equipment in these areas, carefully thought out and planned to challenge the creative and constructive instincts of children, differs from that typical of playgrounds in this country. Building blocks, climbing stocks, building boards are popular. Games often are worked out by the children themselves, and occasionally are written up in a booklet published by the park department.

Wooden blocks, of the same size as ordinary bricks and painted red, keep boys and girls busy for hours. Each set consists of two hundred pieces. In the winter time, small "sliding boards" are provided for a ride down the icy hills. Heated huts are available for warming fingers and toes.

In addition, children play ball, paddle in pools and enjoy swings and other modern equipment, but always on the principle that they may "play on their own." Indoor recreation also is supplied for both children and teen-agers.

In the new playground—Freetown—however, the Stockholm Department of Parks, which is a division of the Child Welfare Department, has come a step further in its efforts to inspire children to play freely, try out things for themselves.

"Pioneering in Cerebral Palsy"

A FOUR-DAY SESSION of the first National Conference on Cerebral Palsy opened February 6 at the Statler Hotel in New York City. Over 11,000 people registered—doctors, nurses, therapists, social workers, and over 3,300 parents of palsied children from forty-two states and fifteen countries. The meeting was held for the purpose of establishing a national foundation to work out a program of aid for these handicapped people.

One entire afternoon of the conference was devoted to a panel discussion of recreation in relation to the cerebral palsied, the speakers being Susan Samuel, Director of Recreation, New York Philanthropic League; M. Roberta Townsend, Director, Department of the Handicapped, Brooklyn Bureau of Social Service; and Mary F. Quirk, District Representative of the National Recreation Association. (See "The Handicapped Play, Too" on page 37 of this issue of RECREATION.—Ed.)

"TELL ME A STORY!"

A few pointers from a storytelling manual prepared for the San Francisco Recreation Department by Josephine Gardner, president of the western division of the National Story League.

THERE IS NO surer way to make children happy than to tell them a story. This goes for all ages, for everyone retains, to some degree, the delight of escape to wonderland. We have proved this, time and again, in San Francisco, and we want to share with other storytellers some of our experience in this ancient art—which might well be called the great-great-grandfather of all recreation activities.

We feel that stories contribute a special quality to life because of their universal appeal. Telling them well is an art that occupies the full time of professional storytellers. Not all of us can be, or want to be, professional storytellers, but any of us can become good craftsmen by expending a little time and thought in learning the rudiments of the oldest folk art of all. Although no one ever became a real storyteller in five easy lessons, there are some things we can do to improve our presentation of stories. We can bring joy and warmth into the lives of our hearers with every telling, no matter how falteringly we begin. We can add wonder and interest to the everyday world by releasing the magic of imagination which is dormant in everyone. What greater gift is there than a well-developed imagination?

Storytelling provides for mutual participation on the part of both the storyteller and the audience. There are stories for every possible situation, and situations for every story. Whether it be the adventures of an enchanted princess or a nature tale about beetles, the quality of wonder will make the tale stay with the hearer and give him a joy unlike anything else. Stories will fit into a small circle around a campfire, on the playground, a group taking a nature walk, or a basketball team's rest period after a hard work-out. Suit the tale to the teller and the situation, and there you have storytelling—a useful tool that is ready to the hand at all times.

Much has been written about the art of storytelling. Any library will provide a bibliography as long as you please. But there are a few points we can discuss in the light of our experience here in San Francisco, where we use storytelling so often. They are things which we have learned in the field of action, and they may prove interesting and helpful to our fellow storytellers.

In selecting a story to tell, find one that appeals to you, because no one can tell a story that he doesn't enjoy himself. Learn it well. Saturate yourself with the tale so that you live it while you are telling it. How does one learn a story? We give you a choice of two methods. Either memorize it word for word, or learn to tell it in your own words, preserving the character and flavor of the original.

The latter method is the one we use most of the time, but there are some stories which must be learned verbatim. Kipling's "Just So Stories," for instance, are much more effective as he wrote them than we could make them, so why gild the lily? On the other hand, your own version of "Cinderella" will be good if you have made it yours by reading it several times until the continuity is clear in your mind.

This leads us directly to a question which is always asked: "Why do we tell stories in preference to reading them?" A "told" story is more effective than a "read" story because it fulfills a basic human need—the desire for attention. When a group feels that they have the undivided attention of the storyteller, when there is no book to interfere, rapport is established at once. However, there are times when it is entirely satisfactory to read aloud. For two or three children who can gather around and "see the pictures," reading is very good. For a larger group, if properly done, it can be satisfactory. The trick is this: learn to read ahead. Train yourself to pick up whole

Storytelling is the oldest folk art of all. It releases the magic of imagination which is present in everyone.

phrases at one downward glance so that you can look up at your audience and speak directly to them. This technique requires practice in front of a mirror before trying it in public, but it is worth the trouble. When time does not permit the full preparation for telling a story, surely a well-read story can serve.

We have been asked why we tell stories. Primarily, we do it for entertainment. If, in the process, we succeed in teaching something, no harm is done. But never pound home a moral or a lesson. When the story contains a lesson, tell it well and allow the moral to emerge of itself.

In regard to the technique of storytelling, we have worked out a few pointers for ourselves. When we talk of this we really mean the art of *concealing* technique so that the story seems to be the teller's own; so that she seems to be making it up as she goes along. Everyone is a storyteller at times. How often have we recounted an experience to a group of friends, telling them about a "perfectly darling thing that Junior did yesterday"? The difference between that and standing up in front of a group to tell a story is what we mean when we talk about technique. When you know your story thoroughly, the words will come to you.

The first question a beginner asks is, "How does one learn a story?" We recommend this method: When you have found a story you like (and you may read twenty before you find one), read it several times. First read it for a plot, and learn the sequence of events until you have a mental moving picture of the whole story. Next, read it with an eye for non-essentials, such as long descriptions. Very often these can be condensed, or even eliminated, without hurting the tale. Then it is time to select the characters who are essential. Be careful to use only as many as are absolutely necessary. For a final touch, read it again to fix in your mind any characteristic phrases in the author's style which are part of the atmosphere. Then tell it to yourself, or to anyone who will listen.

We find it very helpful to work in front of a mirror. After the first shock, a full view of yourself will teach you much. Observe how you stand, what you do with your hands. Watch your mouth —are your lips really moving? Without being too self-conscious, make a few faces at yourself to loosen up the muscles around your mouth. A flexible mouth will assure you're being heard. And what is the use in preparing a story that is not going to be heard?

Storytellers, of all people, are surely conscious of their diaphragms. As Ruth Sawyer says, "No convincing sound ever came out of a human being unless it was first bounced off a diaphragm." Breath can be controlled, and when it is well-controlled your voice will be heard and enjoyed. By varying pitch and speed, a storyteller can whip an audience into breathless suspense or lull them into complete quiescence. With a change of tone, using a slight variation for each character, a storyteller can eliminate the "he said" and "she said" phrases that impede the progress of a tale.

Try this before your mirror: "Off with him, to the darkest dungeon!" Undoubtedly, the book will add, "cried the King, angrily." Can you make the King cry angrily, without saying that he is angry? With a little practice you can; and you can make the princess plead for mercy on behalf of whoever was condemned to the dungeon without ever saying "she said." The human voice is a flexible and beautiful instrument capable of doing much more

than we usually ask it to do.

We do not mean to convey the impression that storytelling is anything like dramatic reading. What was once called elocution (with gestures) has no place in storytelling. A well-told story is a complete drama in miniature, but the emphasis is on the tale, not the teller. Gestures that come of themselves are the proper adornment of a story. When they are studied or forced they can ruin it. If you are one who "talks with the hands," your gestures will be appropriate. If you are not, don't worry about it. Lose yourself in your story, keep your hands out of your pockets, and the gestures will take care of themselves.

Under ideal conditions, storytelling is a very intimate thing. Perhaps the perfect group will number thirty persons, but this is variable. With a small group it is possible to build a tale slowly, filling in many details, and maintaining an atmosphere of wonder. However, it is possible to tell a story to hundreds of people, although this will require some sacrifice. The great difference is in emphasis. With a large audience, there can be no gradual unfolding of a tale—the storyteller must keep the action fast.

Should the audience be of mixed ages, aim at the older members first. A small child will listen to a story which he cannot understand more patiently than a fourteen-year-old will listen to a story that is suitable for a small child. Folk tales come into their own with mixed groups—everyone loves them.

Don't be afraid to talk about giants. Remember that we are giants to very small children. Our everyday tables and chairs are gigantic to them.

Don't hesitate to use magic. Little children live in a magic world. Isn't radio magic? A small boy once asked us "to make the man in the box sing" when he wanted a record played. Children are perfectly at home in a make-believe world. There is no danger that they will grow up to be practical liars if they have fairytales in their early years. Don't worry, they know the difference between what is real and what is make-believe. We have it in our power to develop imagination in children. Surely, we cannot deny this gift to them.

When children ask for a "spooky" story they do not use the same connotation that adults do. A really wicked witch (who gets her come-uppance in the end), or a satisfactory giant (perhaps with two heads), or a convincing dragon will give them the desired thrill. Of all the thousands of children who have heard our stories, we have had only one complaint of "bad dreams," and we are inclined to think that that particular child would have had nightmares, anyway.

There are many excellent books to aid the storyteller, and following is a short list of them. But one of the great joys in the life of a storyteller lies in the search for material. This hunt will take you down many different paths and will open vistas, the like of which you have never dreamed. "Once upon a time" is the password into a new world where "they all lived happily ever after."

Books Used by the Golden Gate Story League

Title and Author	*Publisher*
The Way of a Storyteller—Ruth Sawyer	Viking
The Art of the Storyteller—Marie Shedlock	Appleton
Reading With Children—Anne Eaton	Viking
The Rocky Road to Dublin—Seumas Macmanus	Macmillan
Bold Blades of Donegal—Seumas Macmanus	Macmillan
The Well o' the World's End—Seumas Macmanus	Macmillan
Folk Tales of all Nations—F. H. Lee	Tudor
Told Under the Magic Umbrella—Association for Childhood Education	Macmillan
Told Under the Green Umbrella—Association for Childhood Education	Macmillan
Told Under the Stars and Stripes—Association for Childhood Education	Macmillan
Blue Fairy Book—Andrew Lang (all colors)	Longmans
East of the Sun and West of the Moon—The D'Aulaires	Viking
Treasures Long Hidden—Chrisman	
Tales of Laughter—Wiggin and Smith	
Tales of Wonder—Wiggin and Smith	
Irish Fairy Tales—James Stephens	
Irish Fairy and Folk Tales—William B. Yeats	
French Fairy Tales—Charles Perrault	
French Fairy Tales (sources only)—Countess D'Aulnoy	David McKay
Italian Fairy Tales—Lilla E. Romano	David McKay
Roumanian Fairy Tales—M. Gaster	David McKay
The Wonder Clock—Howard Pyle	Harpers
Pepper and Salt—Howard Pyle	Harpers
Mythology—Edith Hamilton	Little, Brown
Classic Myths—Gayley	Ginn and Company
Age of Fable—Bullfinch	
The Odyssey of Homer—Palmer	Houghton, Mifflin
Fables—Aesop	
Fairytales—Grimm	Pantheon
Fairytales—Anderson	Oxford
Ol' Paul—Glen Rounds	Holiday House
Til Eulenspiegel—Moritz Jagendorf	
Giants and Witches and a Dragon or Two—Phyllis Fenner	Knopf
Time to Laugh—Phyllis Fenner	Knopf
Tales of King Arthur—U. Waldo Cutler	Crowell
Story Hour Favorites—Wilhelmina Harper	Appleton
Ghosts and Goblins—Wilhelmina Harper	E. P. Dutton
Merry Christmas to You—Wilhelmina Harper	E. P. Dutton

(Storytelling is one of the most popular playground activities. In addition to the regular "story hour," it should be a part of every activity. See "Storytelling"—RECREATION, March 1948.—Ed.)

Storytellers of the Nation

Louise Hutchinson

SECRETLY, LOTS OF people long to be good storytellers. Yet, strangely enough, only a small percentage ever make an attempt to fulfill this natural urge.

In this respect, women are more venturesome than men, according to Polly McGuire, well-known San Francisco storyteller; although men, once they jump the first hurdle, become ardent enthusiasts and exceptionally entertaining storytellers. The National Story League, of which Mrs. McGuire was president for the past two years, encourages men to join the ranks of proponents of this ancient art. Present masculine members find enjoyment and a satisfaction which they enthusiastically invite others to share.

Mrs. McGuire predicts a great future for storytelling, and feels that television will aid in the better appreciation of good storytelling, now in evidence with respect to the radio story program.

Despite the fact that the Story League is a national organization, with branches throughout the United States, it is still in its infancy. With everyone a potential storyteller, and requests for storytellers continually streaming in from hospitals, centers for the blind, school and church groups, playgrounds and centers, orphanages and clubs—to mention just a small number—the ranks of the League increase steadily each year.

This organization originated forty-five years ago on the lawn of the University of Tennessee. A group of teachers, who met twice weekly on the campus after summer-school hours for twilight storytelling, found such pleasure and relaxation at these gatherings, that they determined to form a permanent organization for storytellers. Thus, in 1903, the National Story League was formed.

Many who join the League never tell stories themselves but, nevertheless, contribute an important part to the organization. These members assist in collecting material and research data for others. Collection of regional stories, which are not now available, is one of the League's objectives. It is encouraging all its affiliates to make a special effort to gather stories of their particular locale.

Chef George Mardikian, of San Francisco's famous Omar Khayyam's, serves at National Story League Convention. Ladies, left to right: Mrs. Dovie Insall, editor, "Story Art"; Mrs. McGuire, Miss Amy Deeter.

Any group of ten or more interested persons who wish to organize a branch of the League may apply for a charter to the national organizer, Miss Amy Deeter, 2040 Market Street, San Francisco, California, or to Miss Ruby Crumm, present national president, 2000 Union Avenue, Altoona, Pennsylvania. Membership includes a bi-monthly subscription to *Story Art* magazine.

Storytelling in San Francisco

In San Francisco, the Recreation Department has had an official storyteller since 1935, and Mrs. McGuire was the first of these. She early became

Mrs. Hutchinson is editor of the San Francisco Recreation Bulletin, a publication of the Recreation Department.

Over 700 children have attended the annual Story Play Festival at Sigmund Stern Grove. Audience is spellbound during show, finds excitement in hunt for storybook characters.

aware of the vast field which a local story league might cover, and an inquiry to the National Recreation Association brought her in touch with the National Story League. In February, 1938, the Golden Gate Story League of San Francisco was organized as a branch of the national group.

The Recreation Department has sponsored the Golden Gate League since its inception, and League members cooperate closely with the department in assisting with the story hours at recreation centers and on playgrounds. A summer storytelling picnic and a Christmas story program are two annual activities which the League holds for the children.

It is also doing considerable research to assist with the United Nations educational, scientific and cultural organization plan of the department. By teaching children the songs, dances and handcrafts of other countries, a better understanding of the people and their customs is brought about. For the first three months, League members told stories of Norway. At the present time, a different storyteller relates tales of Italy each week—its history, music, art and folk lore.

Gatherings of the Golden Gate Story League usually feature a timely theme about which stories are told. During 1948, instead of the usual monthly meetings, League members enjoyed a story evening with church groups of various denominations. Their anniversary celebrations are held among various national groups.

These programs are open to the public, as are the storytelling courses conducted by Mrs. McGuire and Josephine Gardner—western division president—assisted by League members. Student volunteers from these classes are given a regular schedule for future storytelling assignments.

In San Francisco storytelling is coming into its own, and many of the League's members are cashing in with professional engagements to prove that a hobby may be a profitable as well as a creative outlet. The San Francisco Recreation Department Story Hour, over radio station KFRC, recently received a high rating from the Radio Listening Committee of the San Francisco Bay Branch, American Association of University Women, which recommended the program for family listening. This is further proof of the popularity of the straight story program without use of props.

As playground director for the department for many years, Mrs. McGuire always found an eager audience clamoring for stories. She soon became a wandering storyteller who went from playground to playground during the summer months. Wearing a costume in keeping with the stories she told, she became known as the gypsy storyteller. An Indian costume was used for the story of "Coyote and the Stars"; that of a cow girl for "The Adventures of Pecos Bill"; a clown suit for "The Show Must Go On"; and so on.

Storytelling, of course, is an integral part of recreation at every playground in San Francisco. After the story hour, the children usually enjoy acting out the story they have just heard. Youngsters who have the advantage of the story hour and experience in story plays usually take up puppetry and dramatics in the playground program more readily than do those who have never had similar experience.

A direct outgrowth of the story hour, an annual story play festival, is held in San Francisco at the end of the summer vacation. Children up to the age of twelve compete for prizes by dramatizing stories without benefit of script or props. The weaving of a story or central theme throughout entertainments always provides an added interest, for children love to follow the thread of a story.

Joe DiMaggio

League of Champions

~ *Products of Our Playgrounds*

THAT YOUNGSTER WHO wants to do the catching whenever baseball is on the playground program may be a future Bill Dickey some day. Many of the country's favorite sports heroes first learned how to slide to second and tag a home run at their neighborhood playgrounds. Of course, this doesn't mean that it's been just one jump to the big league for them. There have been many steps in-between; many years of learning, training, waiting and hoping. But, without a doubt, athletic activities, under the supervision of trained recreation leaders, are helping to develop more and better sportsmen.

Who hasn't heard of that great Yankee, Joe DiMaggio? Joltin' Joe is a product of North Beach Playground in San Francisco, along with Ann Curtis, champion swimmer, and Fred Apostoli, prizefighter. Baseball players Joe Cronin and Lefty O'Doul; outstanding Helen Wills Moody and Alice Marble, of tennis fame; diver Helen Crlenkovich Morgan; basketball stars Hank Luisetti and Howard Dallmar also played on the city's playgrounds.

Lincoln, Nebraska, likes to recall that Bernie Masterson, football coach at the University of Nebraska; George Sauer, football coach at the University of Kansas; and Paul Amen, baseball coach at West Point are among their former playground regulars.

Valentine Muscato, a Concord, Massachusetts, lad was recently chosen the outstanding Italian athlete in New England for his fine track record. He won the national 440 yard run in New York City during the 1947 indoor season, and the 600 yard run in his state meet—in record time. In fact, he won the latter event in all major meets throughout New England.

Jack Dempsey is a product of Provo, Utah's playgrounds, and so is Alma "Bud" Shields, national collegiate swimming champion, around 1928.

In that same year and the next, a youngster whose interests were concentrated in football became known at the Wines Field Playground in Ann Arbor, Michigan. Bob Westfall played football for his high school and then later on for the University of Michigan. In his senior year there, he was selected as an All-American and elected captain of his college team. Upon graduation, he signed up with the Detroit Lions to play professional football.

Sometimes, a boy or girl who has excelled in one sport on the playground will suddenly discover the ability to shine in other activities as well. For example, Frank Reagan, well-known member of the New York Giants football team and All-American at Penn, was catcher on the midget baseball championship team that won the city title in 1933 for the East Germantown Recreation Center in Philadelphia, Pennsylvania. He also caught for the junior team that won the city championship at Shibe Park in 1935.

Marion Twinning, who later became national champion in the weight and basketball throws, and a member of the Philadelphia Turners Gymnastic and Track and Field Teams, was an all-around athlete at the same center from 1932 to 1937.

Another Philadelphia success story is that of John (Jackie) Sullivan, who received his training and experience at the Kensington Recreation Center from the time he was knee-high. He played midget soccer and junior soccer there for four years, and in 1941-42 played on the junior team that won the National Junior Cup Championship of the United States. At the age of sixteen, Jackie became a semi-pro, playing with the Kensington Blue Bells in the first division of the Philadelphia

League. He did so well that, the following year, he became a professional and joined the Philadelphia Nationals in the American Professional Soccer League.

The roll call for sports celebrities who received their early training on public playgrounds can go on and on. Los Angeles, California, mentions Bob Muesel, Jerry Priddy (of the Washington Senators), Mickey Owen, Joe (Flash) Gordon, Roy Partee, among its many successful baseball players; Bobbie Riggs, Ellsworth Vines and Pauline Betz, in tennis; Dr. Sammy Lee, Buster Crabbe and the later Georgia Coleman among the swimmers and divers; and under motion picture stars, the Department of Playground and Recreation points with pride to Esther Williams, Alan Ladd, Judy Garland, Mickey Rooney, Douglas Fairbanks, Jr. and Noah Beery, Jr.

Pasadena, California, also has many memories of champions. In baseball, there's Jackie Robinson, who needs no introduction to Brooklyn Dodger fans; Les O'Gara, basketball star who played in the Denver National AAU tournament; Carol Fletcher Metter, national diving champion in 1924 and a member of the United States Olympic team; Olympic diving champion Dorothy Poynton Tueber who, in 1928, at the age of thirteen, was the youngest member of the Olympic squad and in 1936, at Berlin, won the high platform world title; Ellsworth Vines, one of the greatest tennis players and now a persistent golfer; Dave Freeman of badminton fame; Mack Robinson, brother of Jackie, who took second to Jesse Owens in the 1936 Berlin Olympics; William Holden, Gloria Grahame and Jean Parker of motion picture fame. Joan Leslie, another Hollywood attraction, used to practice cartwheels, flip-flops and tumbling acts on the Ford Field Playground in Highland Park, Michigan.

Particularly impressive is the number of baseball stars who have made good. Charles Hargraves, who caught for the Dodgers and then for Pittsburgh, and George Case, a member of the Washington Senators and leader in the bases stolen division, are well-remembered in Trenton, New Jersey. Joe Krakauskas, another Washington Senator player, comes from Hamilton, Canada. Bobby Brown, third baseman for the New York Yankees, attended the local playground in Maplewood, New Jersey. From Long Beach, California, came Bob Lemon, pitcher with the Cleveland Indians; Vernon Stephens, shortstop, St. Louis Browns; Johnny Lindell of the New York Yankees and originally from Ontario, California. From Buffalo, New York, came Sibi Sisti and Warren Spahn of the Boston Braves; Emerson Dickman and Frank Pytlak of the Boston Red Sox. Peewee Reese, another name in baseball's Hall of Fame, was in the 1930-31 midget league on the playground in Louisville, Kentucky. Ted Williams, the great hero of the Boston Red Sox and ace batter, used to hit a few balls on the playgrounds in San Diego, California. Two National Leaguers, Ralph Branca, pitcher for the Brooklyn Dodgers, and Anton Karl of the Boston Braves, played for the Midget Baseball Leagues in Mount Vernon, New York.

Another graduate, Frank Carideo, one of the most skilled kickers in football, was a playground director from 1925-27. At Notre Dame in 1929 and 1930, he was selected All-American quarterback, and in 1932 became head football coach at the University of Missouri, then coach at Mississippi State, and finally coach at Iowa State.

And remember Cadet Arnold Tucker of West Point? The Seminole School Playground in Tampa, Florida, was just as familiar territory to him as the football fields which earned him the coveted Sullivan award in 1946 for his magnificent ability and sportsmanship.

Our playgrounds can certainly be proud of such representation in the athletic field. It proves that not only are they taking advantage of their unique opportunity to cultivate individual capacities, but their sports and athletic programs are primarily planned to provide an opportunity for *all* to enjoy active participation and develop those qualities of the mind and spirit which make for good American citizenship.

Street Play Causes Accidents

ACCORDING TO THE *New York Times* of January second, the Greater New York Safety Council reported recently that the major cause of winter traffic accidents to children in New York City is playing in the street.

In analyzing reports filed with the Bureau of Motor Vehicles, the Council said that 518 youngsters were hit by automobiles when at play in the road; and that crossing between intersections resulted in injury to 321. Walking from behind a parked car caused injuries to 156 youngsters and 146 were hurt crossing against traffic lights. In urging parents, children and motorists to try to reduce the seasonal dangers, the Council noted that one-third of the fatalities and forty per cent of reportable injuries occurred among street-playing children under fifteen years of age.

Playgrounds and Recreation Centers Serve Girls and Women

through the KATHERINE BARKER MEMORIAL *fund*

NEARLY-TWO-SCORE years ago, a young Indiana mother died. She had lived a rich and full life. A teacher before her marriage, she knew the problems of boys and girls. Recognizing these problems as symptoms of deeper ills, she gave thoughtful study to the social conditions responsible and did everything she could to improve them. As a young matron she gave generously of herself and of her time in making her home town a better and happier place for those who lived there. Music, beauty, the cultural arts, all were close to her heart. Through her influence as worker in many civic enterprises, she shared with her townsfolk precious gifts in these fields which today still give them joy and satisfaction. Yet, with all her interest and activity in civic affairs, she had time for companionship with, and sympathetic understanding of, her young daughter.

Later that daughter became interested in the work and ideals of the National Recreation Association. Impressed by the broad services of the Association, she studied some of the problems of the recreation movement. One which particularly challenged her was the fact that often the recreation needs of girls and women were overlooked or slighted in the development of recreation programs. Here was a situation that sorely needed attention. Here was the kind of a problem which would have challenged her mother.

And thus it came about that Mrs. Charles V. Hickox started a fund in 1928 in memory of her mother, Katherine FitzGerald Barker, to be known as the Katherine F. Barker Memorial Fund. The National Recreation Association, on whose board Mrs. Hickox has served for more than twenty years, has been able, through this fund, to maintain a recreation field secretary for women and girls. Emphasizing everywhere the importance of providing ample summer playground activity and other seasonal recreation opportunity for girls and women, the work of the field secretary is a living memorial to Mrs. Barker, ever bringing an added measure of richness and joy into the lives of girls and women.

Catherine B. Hickox, who established the fund as a living memorial to her mother.

UNLASHING TARPAULIN. Theatre pieces and flat scenery are packed on trailer, covered, tied securely.

SETTING FORESTAGE. This is being held steady for bolting to the trailer by two people underneath.

A Children's

In Portland, Maine

PRINCES AND PRINCESSES, Kings and Queens, and all the enchanting things which are a part of the fascination of the Land of Make-Believe, have long been a source of exciting entertainment to the young child. Equally as thrilling is the closed curtain, the dim house lights, and the babble of expectation which runs through the audience before the curtain rises. Put these together—substituting sunshine for lights, green grass for seats—and you have Portland, Maine's unique Trailer Theatre.

This is a joint summer activity of the Parks and Recreation Departments of the Cities of Portland and South Portland, and the Children's Theatre of Portland. The idea of originating a mobile theatre was first conceived in the Fall of 1943. The Portland Parks and Recreation Department, faced with the wartime problem of juvenile delinquency, turned to an established agency, the Children's Theatre, to help them solve the deficient dramatics facilities on local playgrounds. Out of this meeting evolved the idea of a collapsible stage which could be transported easily from one playground to another.

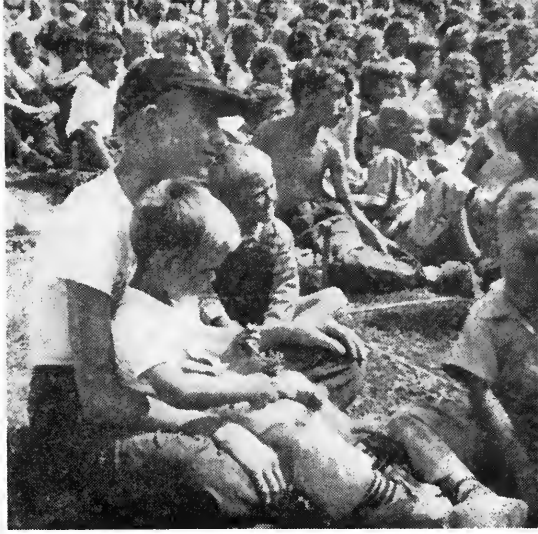
The Recreation Department, in addition to providing the trailer itself, took responsibility for scheduling the productions and assembling the audience in the city playgrounds. The technical staff of the Children's Theatre, with the help of a National Children's Theatre expert and a professional contractor, combined ideas and designed and built a workable theatre out of forty-eight pieces of pressed wood similar to Masonite. It is completely demountable, and is put together with iron bolts. After one session of instruction with the contractor, the workers perfected their own process of assembling and demounting, and were then able to unload the trailer, set up the theatre in an hour, and to take it down and load it in forty-five minutes. After the personnel director of the Children's Theatre had gotten in touch with the dramatics teachers in the four high schools and one private school, a company of boys and girls—ranging in age level from sophomores in high school to seniors in college—was selected to help with the project.

The summer of 1944, therefore, marked the successful start of the Trailer Theatre. The entire work of the program was done by these volunteers, a paid director and a few adult volunteers from the Children's Theatre. Working five days a week, after an intensive six weeks' rehearsal schedule, they presented a two-play repertory of approximately twenty performances.

During the summer of 1948, forty volunteers gave twenty-seven shows, playing to over 20,000 children during the months of July and August.

Martha Soule, a typical volunteer in the Children's Trailer Theatre, speaks from actual personal experience. She is typical in that, although she had had little actual experience in dramatics beforehand, she served in many capacities during the summer, namely as prop chairman and assistant stage manager in the morning play, and in the title role of Rumpelstiltskin in the afternoon play.

PROSCENIUM. The anxious moment has passed and arch meets wings. Ceiling pieces are muslin flats.



AUDIENCE WAITS. A non-technical volunteer job is entertaining small fry brought by brother or sister.

Trailer Theatre

Martha Soule

This is an increase in attendance of more than 17,000 from the audience of 3,299 during that first summer.

Now internationally famous, blueprints of this theatre are being used to duplicate this special activity in Pittsfield, Massachusetts; Hammond, Indiana; and Stockholm, Sweden. Descriptive pictures of the Trailer Theatre and the Portland's Children's Theatre, one of the five top ranking children's theatres in the United States, appear in a permanent theatre file entitled "The History of the American Theatre," in the New York Public Library.

Because Portland is a relatively small city, in a location difficult to reach, its children do not have the opportunity to enjoy music, the theatre and other fine arts—except that presented to them in the schools, through touring concerts, or by visiting artists. Naturally, the local movie house, with its artificial heroes and heroines and false conception of true values, stands foremost in their minds as entertainment. Thus, when the Trailer Theatre moves into their neighborhood park or playground for a whole day, and gives them an opportunity to see Rumpelstiltskin help set up the theatre, put on his nose, strap on his humpback, and tear his hair in rage when the queen guesses his name, they feel as though they have spent a day in an entirely different world.

The child who has never curled up in his mother's lap to hear legends and fairy tales will tear up the grass in sheer exuberance when Prince Charming discovers that the dirty cinder-wench, Cinderella, is really the beautiful maiden in glass slippers with whom he danced the night before. Likewise, it is equally as rewarding to see the child, who thinks of the theatre in terms of "dead-end kids," Frankenstein and bloody Westerns, go home starry-eyed to re-enact his favorite scenes over and over to his friends and family. Sometimes the children follow the Trailer Theatre from place to place, seeing the plays again and again, until they know the lines by heart and the actors by name.

Headquarters for the Trailer Theatre are in what we call "The Workshop," the garage of one of Portland's old city houses. Here we hold our rehearsals, store our equipment, and put the trailer to bed at night. "We" are the volunteers—college and high school students interested in the theatre and in participating in a worthwhile community project. We meet in "The Workshop" in the late Spring to hold tryouts for the two productions which will be given during the coming season. Everyone is given an opportunity to try out for a part. The seasoned actor is not necessarily given any preference over the willing volunteer with no experience.

Acting, however, is only one phase of the volunteers' work. There are costumes to make, scenery to build, properties to collect, and many other odd jobs which go into the staging of a production.

A day in the theatre begins at eight o'clock in the morning with the delicate job of maneuvering

the trailer out of the too narrow doors of "The Workshop." The trailer, whose floor makes up three-fourths of the stage, carries the forty-eight pieces of the theatre, the flat scenery, and the curtains. All of this equipment is covered with a waterproof tarpaulin loaned by the City Fire Department. Once out on the street, the trailer is picked up by a truck from the Park Department and transported to the playground where we will be playing that day. Next, the big scenery is loaded onto another truck, and the props, costumes, volunteers and their lunches are crowded into waiting cars—and the show is on the road!

Arriving at the playground, we find that the trailer has already attracted a group of inquisitive children. They stand, shifting from one foot to the other, fascination written across their faces, as they watch our gaily painted theatre go up piece by piece. While the scenery crew is busy with this task, the "audience detail" (a crew of four or more who see that the show runs smoothly from the audience end) stakes out the rows with wooden pins and clothesline. Using this system, we can construct a seating plan capable of holding an audience of either 150 or 2,000. One of our favorite slogans in the theatre has to do with this job: "Feet to fanny make a row." With more clothesline, the dressing rooms and make-up rooms are constructed by roping off a square area in back of the theatre. Here, too, the costume crew makes use of nearby trees by stringing clothesline between them, on which the costumes can be hung.

We have about fifteen minutes before curtain time; and while Miss Clifford, our director, is "getting the audience in the mood" with her famous talk on audience manners, the actors are busy completing last minute make-up. Here I might say that, even though our stage is small and overcrowded at times, and our scenery often merely suggestive because of limited space, nothing is spared in the way of costumes and make-up. The pumpkin actually rolls off the stage under the sparkling wand of the Fairy Godmother, and Rumpelstiltskin spins real gold thread from straw right before the children's eyes.

Members of our audience are now arriving from every direction and are eagerly awaiting the first glimpse of Cinderella. An average audience also contains at least four dogs, all of which acquit themselves in usual canine fashion; and there is the bicycle brigade in the back row, which constitutes a major hazard at exciting moments in the play as the bicycles are unconsciously inched forward with subsequent mowing down of the children in front of them.

The curtains open and the children gasp with amazement at what they see before them. They promptly forget where they are, and for an hour or more live every moment of this favorite romantic fairy tale. After the show, which usually means after we have gotten rid of the last child who practically sat in the cold cream jar while watching Cinderella take off her make-up, we relax, eat our lunches, and start preparing for the afternoon performance.

Our day finally ends when the trailer is down, repacked, and back in "The Workshop." It is six o'clock. Some of us have missed our buses. Everyone is tired, but we glow with inner satisfaction, for we know that never before have these children been to fairyland and that we are the ones who took them there!

The Trailer Theatre maintains the highest possible standards in all of its performances and plays to all children, regardless of economic background. Special performances are given only when plays are taken to children who could not otherwise attend—those in the Children's Hospital, for example. In order to make it possible for every child in the City of Portland to have an opportunity to see the performances, there is no admission charge. However, donations are accepted to help defray expenses. The Board of Directors of the Children's Theatre, who are interested citizens in the community, believe that the value of the children's program should never be sacrificed to insure a profit.

Entertainment and a rich educational experience are but two of the far-reaching contributions of the Trailer Theatre. There is the valuable technical training and theatrical experience that we, as volunteers, receive under the direction of Miss Clifford, well-known for her outstanding work with the Children's Theatre, in return for our participation. (Miss Margaret Ellen Clifford and the executive secretary hold the only two paying positions on the theatre staff.) We receive thorough training in all phases of production, from the construction of flats to the finer points of good acting.

While working in various sections of the community, we have the opportunity of gaining insight into some of our community's most serious problems. When visiting some of the wartime housing projects, it seemed somewhat ironical to see our cheerful little theatre standing amid the drabness of some of these settlements.

During one of these times, there was a little boy in our audience whom we named "Oliver Twist." He was about six years old, very thin and very

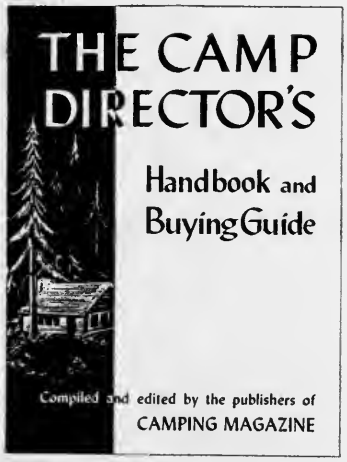
dirty, with huge brown eyes which seemed to take up his entire face. He was dressed in a rough piece of burlap, which was twisted around his waist and fastened with a safety pin. I remember seeing him after I had made my first entrance as Rumpelstiltskin. His disgusted and quizzical look seemed to say, "I know your nose ain't real. You're only a girl, and I bet you can't spin straw into gold." With the type of audience which is seeing a Trailer Theatre production for the first time, this reception is very usual. It is this kind of audience which fires our imagination, makes us subject our own personalities, and really live the part of the character we are representing.

The next time I made an entrance, I crept across the stage, sneaked up behind the miller's daughter, and so completely surprised her with my first sneering line that she nearly dropped her baby in sheer fright. Her reaction, of course, was genuine, and from there on the show really began to roll. "Oliver's" eyes grew even larger as I threatened the queen. Unconsciously he edged his way nearer and nearer toward the front of the theatre, until he was almost sitting on the steps leading to the stage. When the queen finally guessed my name, he howled and screamed with such vigor and pleasure that my lines were so completely drowned out, no one could hear me.

In addition to this type of experience, a volunteer learns to work with people, to give and receive directions, and to develop a sense of responsibility and cooperation. Everyone is working toward a good performance, no matter how large or how small their contribution.

Portland is proud to claim this mobile theatre, and what it stands for, as its own. We wish that more communities agreed with our belief that "a cultural heritage is the right of all children, and that it is the obligation of a community to open to them all possible channels for creative experience. The fact that children in quest of entertainment become saturated with over-thrilling dramatics and false heroics, and develop small conception of true values, is caused by the restricted diet of material provided for them by the radio, movies, and comic books. To aid them in their search for new worlds of adventure, laughter and beauty, to open up horizons which will fire their imaginations and stretch their minds beyond their own every-day activities, are the objectives of the Children's Theatre of Portland." Perhaps other like communities will find in our experience a workable project which can be adapted to their own situation and facilities, and bring new adventures into program.

We Blushed . . . . .



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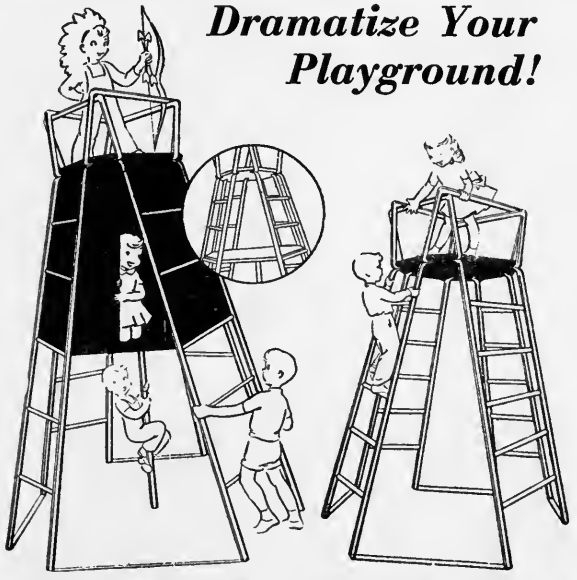

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Unusual Equipment

UPENDED SEWER PIPES, polished logs, low concrete airplanes, concrete walls and concrete boats are the equipment of five unusual playgrounds in the James Weldon Johnson Houses, New York City.

Scores of children living in the project scramble over the concrete playthings every day, and concoct imaginative games of every kind. The "toys" are outgrowths of a series of experiments by the staff of the City Housing Authority, which built the project, to replace the usual swings and slides. They found ordinary equipment inadequate, breakable and sometimes dangerous.

The first device built was a "dodger," a low concrete wall in the shape of a two-barred cross. It had been tried out at the Red Hook project in Brooklyn in 1942 by Alexander Moffatt, now chief of the Authority's temporary housing division. Successfully used there by the children as an imaginary fort, house or air-raid shelter, the "dodger" was further developed on the playgrounds of the Fort Green Houses in Brooklyn.

One "toy" used on the Johnson playgrounds is called a "whatnot," and consists of a series of steps backed by a wall. Here the girls between six and nine years of age play "jacks" and "house." When a large group of children assembles, the game is likely to be changed to "subway rush," played by going away from the "whatnot" for a few moments and then rushing back in a crowd.

The favorite game among the younger boys is "Hi-yo Silver," played on three-foot logs imbedded horizontally in concrete, raised about six inches off the ground. Large concrete sewer pipes, about three feet in diameter, serve as rocket ships. One pipe set on end, on blocks about a foot off the ground, makes a good snow fort in the winter.

By far the most popular of the "toys" are the ten-foot concrete boats and the concrete airplane, which has a fifteen-foot wingspread. Children playing on these can let their imagination take them to China, or anywhere they wish to travel. Some children find a pile of firmly anchored logs a good place to play as artists, and draw pictures. Younger children have a good time sliding through the tipped-up sewer pipes.

James England, executive director of the New York City Housing Authority, said that the idea had been copied by playgrounds all over the country. "Full credit, though," he added, "goes to Mr. Moffatt, who built the original 'dodger'."

Mr. Moffatt praised the variations on his original theme, and said that he was amazed with the ingenuity of children in thinking up new games to play. "To date there have been no serious accidents, nor do we expect any," he reported.

"The cost," Mr. Moffatt said, "is not much more than that of regular playground equipment. There is, of course, no breakage or replacement problem." He said he got his original idea from watching children play on piles of building materials, and added that it has turned out to be more successful and popular than he had anticipated.

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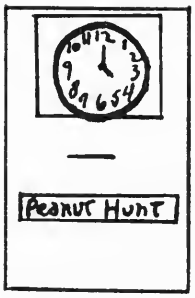
A "whatnot" consists of stairs leading up to nowhere.

A "dodger," or low wall, can be a house, a fort.

Added Attractions Promise Adventure



Beth Wallace Yates

OPENING DAY BROUGHT a big crowd to the Sylacauga, Alabama, playground—and it's no wonder, because the newspapers and radio stations had been carrying stories about this event for days. It was the name—Something Different Every Hour—that had the children guessing.

The program was scheduled to begin at four o'clock, and a huge clock was placed on the playground with its hands set at that time. The clock had been made from a cardboard mattress carton. Its face was painted on with India ink, and its movable hands were attached with a brad. At the bottom of the clock the names of the events were thumb-tacked, one on top of the other, so that they could be removed on the specified hour.

The first event was a Peanut Hunt. Some teen-agers, who felt that they were too old for playground activities of this sort, hid the peanuts. On the stroke of four, the search started. A small white card was given to the winner, stating: "This is to certify that ———— was winner of the Peanut Hunt, Memorial Playground, June 4, 1948."

The playground leader then set the clock to five o'clock and removed the Peanut Hunt card. Under it was a sign reading Shoe Scramble. Promptly at the appointed time, the children were seen gathering in the middle of a grassy area and taking off their shoes. They put these in a big pile and sat around them in a circle. At a signal, the boys and girls dashed in and looked for their shoes. The first one to find both shoes, put them on, and reach the leader, received a card to certify that he was the winner.

The clock showed that six o'clock was the Magic Hour, so the children followed a local amateur magician to a wooded area on the playground and sat spellbound while he pulled rings and oranges out of their ears.

At seven o'clock, the Band Concert started. The children were not the only ones present for this—the whole neighborhood came. During the concert, the playground leader announced the schedule for the days to follow, and told the hours the playground would be under supervision. She also announced that each Friday evening would be known as special event night, and two movies (cartoons) would be shown in addition to the planned event.

A PIGTAILS AND FRECKLES CONTEST was the "somethin' special" for the first Friday night. Prizes were awarded to the girls having the longest pigtails, the shortest pigtails, and the funniest ones. Judging was done by teen-agers in a most scientific manner—the pigtails being carefully measured with rulers, and the judges going into a private conference to compare notes before pinning a cardboard doll with pigtails on each winner. Badges were also pinned on the child with the largest freckles, the reddest freckles, and the "mostest freckles."

A SPLASH PARTY was scheduled for the next week. Even though the clouds looked threatening, the children brought their swim suits, a lunch and plenty of enthusiasm to the playground, where a city bus was waiting to take them to the pool for their free swims. They had been in the pool only fifteen minutes when the rain came. After a scramble for their clothes and lunches, they boarded the bus which took them to the recreation building. The game room was quickly turned into a picnic room as the children spread their lunches on the floor and picnicked to tunes on the record player.

THE GUESS WHAT MARCH created much excitement. One little boy made a long announcement about it at Church School, much to the surprise of the playground leader and the embarrassment of his father, who was the minister. When the hour of this special event came, the leader told

The author is Superintendent of Recreation, City Recreation Department, Sylacauga, Alabama.

the children that they were to walk with her. When she blew her whistle, they were to stop and find—guess what? At the sound of the first whistle, the children were surprised to find themselves face to face with the town's best storyteller, dressed as a gypsy. After finishing a story, the gypsy bade them good-bye, but said, "I'll see you again before the end of the march—and guess what?"

The next stop was to hear riddles. At the one after that, the children were taught a new motion song. Another short march brought them once more to the gypsy storyteller, who had the simple properties necessary to dramatize a story. After "playing the story," the children returned to the center of the playground where mothers met them with cookies for all.

An hour before the scheduled time, Indian braves and squaws began gathering at the playground for the "heap big" INDIAN POW WOW. The children came in Indian costumes—and there was every sort, from the elaborate one worn by a chief to the simplest worn by a six-year-old warrior. Each child brought an ear of corn. The leader had built a fire under a black iron pot, and the children dropped their corn in the pot, to cook while they ran races and played games. After the games, they sat around the fire and ate their corn.

A TALENT SHOW, scheduled for the next week, proved so popular that several others were held during the summer. A small stage was made, and the children practiced all week. Still, the talent displayed was a surprise. There were vocal selections, readings, dances and instrumental music. Many came in costume and some of the girls wore evening dresses. Between talent shows, the stage was used for a playhouse by both boys and girls.

THE HOBO HIKE was something to see—so many children all dressed as hoboes! Each carried a lunch—some in knapsacks on a stick, and some in paper sacks. The hike started when the leader showed them her stick with a knapsack fastened to one end. At each block the leader threw this into the air. When it fell, the children walked one block in the direction in which the knapsack end of the stick pointed. At the end of fifteen minutes, they sat down wherever they were and ate their lunches. Then they returned to the playground for the movies.

A FASHION SHOW AND TEA was the next special event. Long before the hour, some of our citizens were surprised to see children from three years old and up stumbling along the sidewalk in high-heeled shoes, long dresses and their mothers' last year's hats. At the playground, a narrator called each child's name as she slowly mounted the stage and turned around for all to see. Although only two little boys participated in this, there were many who came to watch.

After the Fashion Show, some of the twelve-year-olds served punch from a punch bowl placed

on a table covered with a "lace" tablecloth. The cloth had been made from a large piece of white wrapping paper that had been folded and cut in lacy designs.

In direct contrast to this event was the COWBOY ROUND-UP. A few Gene Autreys rode stick horses, and most of them had on such heavy boots, belts and pistols, they would have been a heavy load for a real horse. They hunted for gold which was candy, wrapped in tin foil; they ran three-legged races, and finally gathered around a campfire where a grown-up cowboy played his guitar and sang western songs with them.

THE COMIC STRIP PARTY brought out all of the funny paper characters from Snuffy Smith to Denny Dimwit, who wore short pants, his father's coat and a paper sack, the end of which he had twisted into a point, on his head. A "funny book" was the prize given for the most original costume.

THE COSTUME PARADE was a natural since every child in town had been in a pageant at the end of school. The children were bedecked in all sorts of costumes. There were dainty ballet dancers, pilgrims, gypsies and witches, complete with peaked hats and brooms.

The last special event of this season was a COMMUNITY PICNIC. Families brought their lunches and picnicked in groups, a prize being awarded to the largest family present, and also to the youngest person present.

So ended the summer! It was one of excitement and enjoyment for the children, the parents and the leader. The National Recreation Association's *Playground Notebook* supplied many of the ideas for the special events. Ideas also were obtained from conversation with the children and from observation of their free play.

"Psychologists tell us that everyone has certain fundamental needs. High on this list is the need for adventure. The child will find it! Good or bad, it is as necessary to him as food."—*Howard Braucher.*

Frances Ross Poley Memorial Fund

"A desire to provide playgrounds"

Frances Ross Poley

As a child, Frances Ross Poley played on the green lawns of her home in Conshohocken, Pennsylvania. Beauty was all about her—towering trees, flowering shrubs—inviting her to play. Frances loved, too, the little Quaker School which she attended, and though she worked hard, she found time to join school activities and athletics.

It was when she went to Bryn Mawr College that she began to plan to give of her overflowing store of joyousness to the children for whom no play plans had been made; and, remembering her own privileged childhood, sought to give some measure of the same opportunities to Conshohocken boys and girls. Her father helped collect funds to provide a playground and equipment, and activities were launched under the leadership of Frances and her friends.

After her death, in 1918, a group of her friends collected a fund of about $6,000 which was designated as the Frances Ross Poley Memorial Fund—the income of which has been used, ever since, to carry on the work which Frances started. Aside from personal grief, the most saddening thought to those who have lost a loved one is that death has cut off his dreams, his plans and the work which he might have given the world.

In 1926, the fund was turned over to the National Recreation Association, to be used to carry out Frances Ross Poley's original idea of providing playgrounds where there were none. According to the agreement between the trustees of Frances Ross Poley and the Association, the income from the fund has been used by the Association:

> "First, for the support of the local work in the Borough of Conshohocken for a period of not to exceed two years hereafter—
> Second, to defray the expenses of field service by the National Recreation Association for establishing a year-round recreation system in Conshohocken, and—
> Third, thereafter said income shall be applied annually to the expenses incurred by the National Recreation Association in one or more communities in the United States—"

To date, the twenty cities which have received the benefits of the fund are as follows:

1927, '28, '29—Conshohocken, Pennsylvania
1930—Little Rock, Arkansas
1931—Bismarck, North Dakota
1932—Lincoln, Nebraska
1933—Greensboro, North Carolina
1934—Summit, New Jersey and Phoenix, Arizona
1935—El Paso, Texas
1936—Akron, Ohio
1937—Delaware County, Pennsylvania
1938—Schenectady, New York
1939—Athens, Georgia
1940—Norfolk, Virginia
1941—Montclair, New Jersey
1942—New Britain, Connecticut
1943—Galveston, Texas
1944—Winchester, Virginia
1945—Elkhart, Indiana
1946—Huntington Park, California
1947—Morganaty, Louisiana
1948—Auburn, Maine

A relative of Frances Ross Poley wrote the National Recreation Association, "It has been a satisfaction to feel that, in a sense, Frances is still working for more playgrounds."

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New Jersey Plan*

"What is your community doing for these young men? 250,000 will soon be drafted to serve in our Army and Navy."

Margaret Hickey

MRS. WILLIAM GROBLER was still sitting before her desk at eleven o'clock one November night, back in 1917. From time to time she stared off into space, then turned back to the paper before her and wrote hurriedly. It was three hours later that she finally completed a letter of several pages, sealed it in a large envelope, and addressed it to the War Department.

Maie Grobler lived in Moorestown, New Jersey, then, as she does today. Since her home was only a few miles from Camp Dix, she saw a good deal of the thousands of young men who had just been called into the service of their country. She and her husband worried about the sort of things these young men turned to in off-duty hours. They saw them lounging idly about in the nearby towns or hanging around pool halls and cheap restaurants. Mrs. Grobler believed that, if war must be, then civilians should do their best to keep these young men in uniform in touch with the influences which they were missing in their own homes. Why couldn't the women of nearby communities, also interested in the welfare of such young men, provide a meeting place with homelike activities for them?

That was the way the highly successful Community Center, Incorporated, at Camp Dix, New Jersey, was begun. The Army agreed with Mrs. Grobler. They notified her that she had their approval to begin just such a service. It has kept the men at Dix in touch with home influences—beginning in 1917, again in 1940, and is ready to do so whenever the Army calls. Right now the fine building occupied during World War II is operated by Army Special Services.

The G. I.'s through the years have invariably made the same comment about the Community Center. Settling down in one of the comfortable chairs drawn before the big fireplace in the lounge, you would hear one say, "Gee, this place sure feels like home." Or: "I've been in Bragg and Blanding (or Scott or Devens or Indiantown) and I never saw a place like this." They went for the steaming hot cups of coffee and platters full of home-baked cookies, always available at the snack bar.

The Center functioned so well during World War I that it was one of the first to be reactivated

Having worked hard all day, this trainee stands at the bus stop in Wrightstown wondering what to do. Community service had the answer during the war.

Miss Hickey is editor of the Journal's Public Affairs Department, interested in community projects.

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when America's vast program of preparedness got underway in 1940. Mrs. Grobler was called back to serve again, too. A grandmother by this time, she was as keenly interested in making the Center work as she had been twenty-three years before. She felt that she was really a part of Dix—from the early days when the fort was plain Camp Dix, training ground for thousands of Eastern seaboard soldiers who later made up the vanguard of our first A. E. F., to the time when Camp Dix became Fort Dix, and New Jersey's national guard was activated as the 44th Division, U. S. Army.

Then, as now, Dix stood on the edge of the Jersey pine barrens in Burlington County, approximately halfway between New York and Philadelphia. Trenton is about twenty miles away, too far for off-hour relaxation. Nearby Wrightstown was limited, to say the least, in recreation facilities. Mrs. Grobler was not the only one who felt that the old adage, "Satan finds some mischief still for idle hands to do," might be applicable here.

Mrs. Grobler's recipe for the Center in 1917 consisted of gathering her friends and their friends about her in a nucleus of workers. She followed the same pattern in 1940. These women all lived within a thirty-mile radius of Dix, in Burlington County or across the Delaware in the Philadelphia suburbs. Each belonged to some group — the Woman's Club, the Garden Club, the PTA, the Women's Republican Club, the Philadelphia Club of Advertising Women, the Methodist Ladies' Aid, to mention a few. Several were Red Cross Grey Ladies. Each formed, from among members of her own organization, a nucleus of workers who assumed responsibilities for the activities of the Center, a whole or half day each week. When the closing day came in April, 1946, 1,005 volunteers had earned the Fort Dix Community Citation for meritorious service, some from as far away as Newark and Atlantic City.

At first their activities centered around the recreation hall of the Pointville Methodist Church, where the Community Service came into being, back in 1917. Later, as the USO program got underway, a handsome building, identical to the USO building at Wrightstown, and built by the Federal Security Agency, was erected and turned over to Community Service. Just in time, too, for with the expansion of Fort Dix, the entire hamlet of Pointville, with the exception of the church and burying ground, disappeared.

Mrs. Grobler and her co-workers wanted the G. I.'s to keep on thinking that the Community Center "feels like home." That was the basis of every activity, the responsibility of every volunteer worker. Tennis tables were there, and quoit courts; space for a game of softball was available; inside was a well-stocked library with comfortable chairs for reading, card tables and just about every type of parlor game you could think of, a phonograph and records ranging from boogie-woogie to Bach, a writing room with plenty of paper, and pens that really worked. Later, in the new building, an auditorium for dancing and stage and movie shows, a handcraft shop, art studio and instructors were included. Volunteers who had specialized skills and time to teach young men who needed something to do were rallied. Members of the staff of the Tyler School of Fine Arts of Temple University lent their talents every Wednesday.

Most important of all were the good hot coffee, the cakes baked in neighborhood kitchens, the thick, nourishing sandwiches and the crisp cookies —always prepared by the women themselves. Not once did the volunteers at Community Center let down the tradition of home-prepared food. They knew that eating is mighty important to young men and that a steaming cup of coffee does a lot to make a trainee lose his feeling of homesickness.

The average G. I., coming in for his first visit to the Center, took a little time to become oriented. The doors opened into a vast living room, simply

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but tastefully furnished, with comfortable chairs facing a gigantic fireplace. Doors at either side of the fireplace led to the auditorium. The new trainee would finger the change in his pocket, sidle over to the counter and ask, "How much is coffee?" When assured it was free, he would add, "How much for a piece of cake?" "Everything is free here," he was told. Some soldiers retorted, "I've been in eight camps before coming to Dix, and this is the first time I've seen anything free yet."

There was the boy who sat by himself, impervious to friendly overtures made by other servicemen or hostesses. Finally, he walked over to gray-haired Myrtle Henderson, who was setting out plates of cake and cookies and pie, ready for the evening rush. "Lady," he pleaded shyly, "will you talk to me a minute? You look just like my mother." And the women who ran Community Center always had time to talk to homesick boys.

Husbands were welcome as volunteers, too. They usually provided transportation for the women and helped carry the trays of food. They took charge of the soldiers' coats and caps, and were ready to provide a fourth hand at bridge. One of the husbands, Jack Werner, was drawn into a group of Iowa farm boys, members of the 1st Armored Division. They were outward bound and knew it. They were scared, too—not of the *Luftwaffe,* or the U-boats, but of the sea.

"What's it like?" one towheaded youngster asked Werner. "Did you ever get seasick?"

A Navy veteran of World War I, Jack Werner was able to reassure them. He told them exactly what they had to face, what his own reactions had been twenty-odd years before. They went back to their barracks comforted.

Volunteers loved their work at Community Center, but it was no "snap." Betty Werner, for instance, had charge of the five to eleven p.m. shift on Saturdays. Actually, her job began on Tuesday or Wednesday, when she spent a good part of the day on the telephone, reminding friends in Riverton and Palmyra of their duties. "Don't forget that Saturday's our day at Dix," she'd tell them. "Can you make another of those burnt-sugar cakes you do so well?" (Or a Dutch apple pie, or lemon tarts, or a batch of fudge—whatever was the specialty of the phonee.) She listed all the promised contributions carefully and made another list of the workers.

At two p.m. Saturday afternoon, her husband, Jack, took over. First he collected the food, not forgetting to stop at a nearby farm on the pike for a basket of fresh-picked peaches or apples, depending on the season. With his car trunk filled, he would start picking up the workers, for Dix was a good hour's drive away. (Remember the thirty-five mph wartime driving speed?)

The nine to five p.m. groups would be just going off duty when Jack's carload, and another from the Jenkintown Women's Republican Club, would arrive. Quickly the new workers would take over —Frank Jacobson and Jack in the checkroom, where as many as 2,400 coats and caps were counted in one evening; the ladies in hour-on, hour-off shifts, in the kitchen and at the coffee bar. The hour-off would be spent just wandering around, talking to any boy who looked as if he needed a friendly chat, or sewing on buttons and insignia. Some time during the evening the loudspeaker would issue a summons for a "fourth at bridge," or "a couple of guys for pinochle." Then the men in the checkroom would yell for relief and take a hand.

And what does it all add up to? Nothing more —and nothing less—than a place that truly "feels like home." A place that was needed in 1917, in 1940, *and is needed again today.* And it can be provided at any Army post in the country, by following this simple pattern.

Recreation Volunteers Needed

"Morale" is a word we use a good deal in time of war. During the years 1941 through 1945, civilians worked hard to keep high the morale of the men defending our country. Today the word seems remote—as does our obligation to share the country's program of defense. Morale has great significance, however, for the 250,000 young men who will soon be drafted to serve in our Army and Navy. And the word is close to the families of these young men, who know that a peacetime military force is often left without necessary and healthy facilities for normal recreation.

What is your community doing to keep these young men from losing touch with civilian life? Have you a part in this program? These new men in uniform, generally in their formative years, need the simple, friendly services which civilians can give. It may be a pleasant place to read in off-duty hours, or a snack bar where soft drinks and homemade cookies are dispensed. These are the little things which help morale. The USO, the Red Cross, the community service clubs, the churches—each should have a part in the business of peacetime morale, and there is a place in this program for you.

"Being a volunteer for a worthy cause is a privilege that brings deep pride and satisfaction." Rabbi Bernard Baskin, Baton Rouge, Louisiana.

Meet the Smith Family . . .

In campaign for recreation levy, the Recreation Department of Akron, Ohio, sends out leaflet carrying the following story, with pictures.

FOLKS, MEET John Smith, Mrs. Smith, Tommy Smith—age fifteen, Betty Smith—age thirteen, and Billy Smith—age nine. Mr. Smith works in a rubber factory and owns an average home in Akron, Ohio.

He pays the 2/10 mill recreation levy tax which amounts to sixty cents per year, or less than two cents per week. This amount provides supervision and equipment for the summer playground at Jones School two blocks away and at the Fun Park playground, which is eight blocks away.

Billy, Betty and Tommy all go to the Jones School playground which is open Monday through Friday, from 1 p.m. to 9 p.m. The two trained playground leaders, a man and a woman, have arranged an attractive program for the week for all members of the family.

Billy plays on the cherub softball team as well as in the playground orchestra, which gives a concert in a different park each week. He also likes to play ping-pong, checkers, and listen to stories.

Betty plays in the playground orchestra, takes part in playground dramatics and likes to make useful articles for her mother in handcraft classes. She goes to the Fun Park playground once a week for tennis instruction.

Tommy plays on the playground intermediate softball team, the boys' volleyball team and is captain of the Playground Safety Patrol. He goes to the park once a week for tennis instruction, and to the baseball school. He also plays in the High School Recreation Band, which gives concerts once a week in a different park.

Mom and Pop are going to the playground picnic Friday evening. Mom will play on the mother's team while Pop has signed up with the dad's squad. Dad won the playground horseshoe pitching championship. Both Mom and Dad enjoy going to the recreation orchestra and band concerts, as well as to baseball and softball games.

In the winter time, Tommy and Betty go to the community center once a week, where they play basketball, volleyball, ping-pong and have a social party once a month. They also go skating several times a week.

All of these clean, wholesome activities, and many more sponsored by the Recreation Department, are paid for by Pop's sixty cents a year, 2/10ths of a mill recreation levy tax.

"Yes, sir," Pop Smith says, "that sixty cents (less than the cost of one movie) is sure the best investment I ever made for this family."

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The Handicapped Play, Too

HANDICAPPED CHILDREN DO not feel out-of-place in the special recreation classes conducted for them by the Jefferson County, Kentucky, Playground and Recreation Board. Here a child's uncoordinated attempts to bounce a rubber ball go unnoticed by the other children, and awkwardness is no occasion for staring and commenting.

This experimental program, believed to be unique among county or city recreation departments, includes a class at four Louisville schools each week, attended by spastics, polio and arthritis victims and blind children. Expert supervision is required when the children who are able use the swings or see-saws. They know what they want to do, but their bodies do not always respond. One of the class instructors, whose special project in one group was teaching a blind boy to catch a ball by listening to the bounce, is herself a spastic.

This program is quite an undertaking, according to Charlie Vettiner, director of the Board. "These handicapped children might be self-conscious with other children. Our theory is that they will learn to play, and *eventually be able to play with other children* without the embarrassment that is so painful to childhood. And I believe we are right. So far the program has worked wonderfully well."

That the undertaking has been successful in providing a good time for the handicapped is evidenced by the following letter written by Don Gillespie, a teen-ager, to the *Louisville Times*:

"My Mom and I want to write a letter of thanks to the Jefferson County Playground and Recreation Board for giving a swell break to cripples.

"We can now see movies, meet old friends and make new ones. We have a swell time playing volley ball and other games with others like ourselves who used to just sit around home wondering why there wasn't something we could do to pass long days like regular girls and guys . . . .

"In fact, now it's almost like looking forward to Christmas on Tuesdays, for Tuesday is our day to really have a wonderful time, thanks to the Board's big hearts. . . ."

(See "Pioneering in Cerebral Palsy," page 15.—Ed.)

Unmet Needs

THE ASSOCIATION FOR Childhood Education, in developing and planning action for 1949 to 1951, sent out a questionnaire to their local branches asking them to list the unmet needs of children.

Out of 137 replies from these branches, 131 put recreation as an unmet need. Fifty-four listed playgrounds and playground equipment as being an unmet need. This had to do with children over six years of age.

In the questionnaire dealing with children less than six years old, forty-four replies listed playgrounds and playground equipment, and twenty-six listed recreation as the unmet need.

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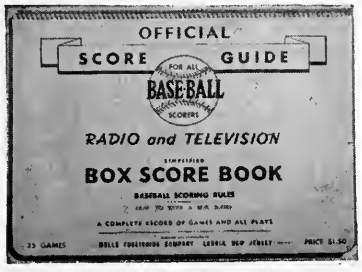

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At Headquarters . . . Virginia Musselman

PRACTICALLY EVERYONE IN the recreation field corresponds with Virginia Musselman, of the National Recreation Association, at one time or another. To many, she is a name signed at the bottom of a warm, understanding letter which clears up some problem of recreation—perhaps having to do with program, equipment, administration, organization, what-have-you, or offering suggestions for hobbies, games, a thesis, and so on. To the office mail-room she is the recipient of the heaviest batch of daily mail, for she is in charge of the Correspondence and Consultation Bureau.

Actually, Virginia is tall, striking looking, and has a wide and ready smile. She always wears gay colors, keeps flowers on her desk, speaks with a soft Southern accent, and is interested in just about everything. She has a habit, too, of getting steamed up about some one thing, dashing off to a secluded corner and writing about it. Almost invariably, it turns out to be on a subject where help or information is sorely needed. Thus, out of the blue—so to speak—"Teen Trouble," "Home Play in Wartime," and various others of the National Recreation booklets have been born at a time when there has seemed to be no other publications on the market offering suggestions in these areas of work. Since the appearance of "Teen Trouble," much good material on the subject of teen centers has appeared. But, at that time, there was nothing—and the response to the pamphlet was overwhelming. She, therefore, is justified in feeling that this project is one of the most satisfying that she has undertaken while with the Association.

Naturally, in her capacity as consultant, she must keep up with all the latest publications, reports of recreation commissions, experiments in various communities, what is being done recreation-wise everywhere, latest hobbies, newest trends —ad infinitum. During the course of these activities, too, she is always finding choice tidbits, photographs, new ideas which intrigue her. With these and enthusiasm in hand, she is apt to swoop hopefully down upon an unsuspecting fellow staff member—the staff of RECREATION magazine and the Bulletin Service included—saying, "Don't you want to print this?"

These last two years she has taken over the writing of the *Summer Playground Notebook*—and a good thing too, for more than ever, if possible, it is bristling with ideas and suggestions. (At this writing the new edition is just off the press. Have you ordered? See page 36.—Ed.)

Virginia Musselman says, in looking back, that she got into recreation work not quite by accident. While still in high school, she obtained her first job—in charge of one of the playgrounds in the first recreation program of her home town, Danville, Virginia. All summer she rode back and forth on the trolley, earning her first money—the tremendous sum of ninety dollars for the season. She promptly spent it for what she wanted most in life at the moment—a white turtleneck sweater, a good tennis racquet and a pair of red shoes—and has never felt so wealthy since!

When she went off to State Teachers College in Fredericksburg, Virginia (now Mary Washington College), she majored in English and history. In addition, remembering childhood hours spent in the lovely grove around the elementary school, playing Prisoners' Base, basketball in winter and tennis every morning in summer, she blithely signed up for all the sports and recreation activities available. The unexpected result of such energetic participation came as a great surprise. At the end of her third year she was called into the office and told that, with so many physical education credits, she had completed her college course in three years. In other words, she was through—*finis!* During those three years, she had played on the basketball team, played hockey, tennis, been active in the dramatics club and, for two years, had been in charge of the college year book. This last activity gave her the chance to do the writing that she loved. She has been doing it ever since.

After her abruptly concluded college days, she taught English for two years, thoroughly enjoying the sharing of her appreciation of English literature and helping in the coaching of school athletics. One teaching job, in South Dakota, was accepted rather hurriedly and, after she was comfortably ensconced, Virginia wrote home, breaking the glad tidings. She received an immediate and bewildered wire from her mother, "Where is South Dakota?"

After a year, however, the Southern girl grew homesick for the trees and hills of the Eastern seaboard. She returned, therefore, for a year at Columbia University, and registered for those courses which appealed to her most—sandwiching a course in swimming in-between many hours of literature. This was one sport which she had never had a chance to learn.

While there, and more or less trying to decide upon the future, one of her friends suggested that she might like a camping job. She followed up this idea with alacrity, and for the next three years was director of a teen-age summer camp, under the sponsorship of a social agency, serving under-privileged children of all nationalities. These children, knowing little or nothing of the country, came in two groups, for five weeks each during the season, and Virginia Musselman found working with them a worthwhile and rewarding experience. To many of the boys and girls, unable to pronounce her name, she became known forever after as "Miss Muffleson."

Among the many humorous events of those summers, she particularly recalls the violent thunderstorms which terrified her. The campers lived and slept in a huge building, the sides of which could be thrown open to the out-of-doors. One of her memories is of wandering about, during these storms, in the middle of the night—spurred on by her responsibility as director, but consumed with fear and trembling—to close the shutters to wind and rain.

Upon returning to New York, she remained with the same organization to do emergency recreation work with private agencies and later to help with training for recreation work in its special Recreation Training School.

It was in 1941, as a natural course of events, that she found her way to the National Recreation Association, becoming a regular member of the staff in June of that year. Her experience and interests suited her to consultation responsibilities and, immediately, she was working with George Butler in the Correspondence and Consultation Bureau.

Virginia Musselman gives much to her job. Details of her work with the Association are described in her article, *A Business Without a Balance Sheet,* on page nine of this issue of RECREATION.

She lives in midtown New York and shares a little house in Connecticut with her apartment mate. There, in summer and on spring and fall weekends, she loves to putter about doing the "outside work," as she puts it—building walls, walks, spraying bugs, transplanting flowers, working in her garden. Gardening, plant raising, birds, nature subjects are her hobbies.

Then, too, there are the trips home to be fitted into her schedule somewhere. Years ago, her father came from Lancaster County, Pennsylvania, and settled in Danville. When accused of being a Southerner, Virginia Musselman says, "Well, I must be part Northern, part Southern. When, as a child, I visited my Northern relatives, we fought the Civil War from the Northern side, while at home we always fought it the other way!"

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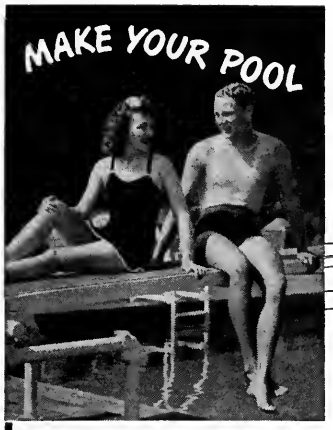

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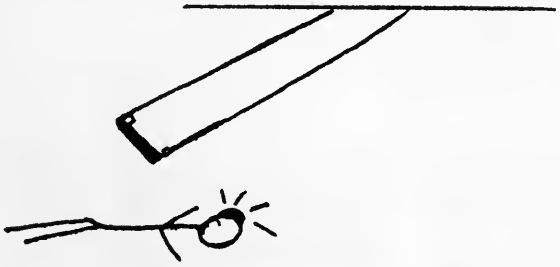

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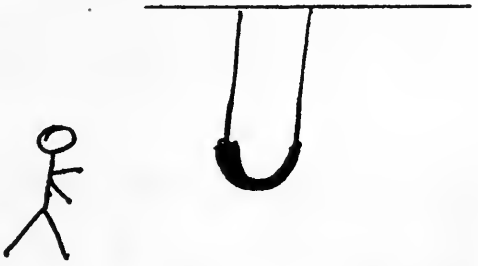

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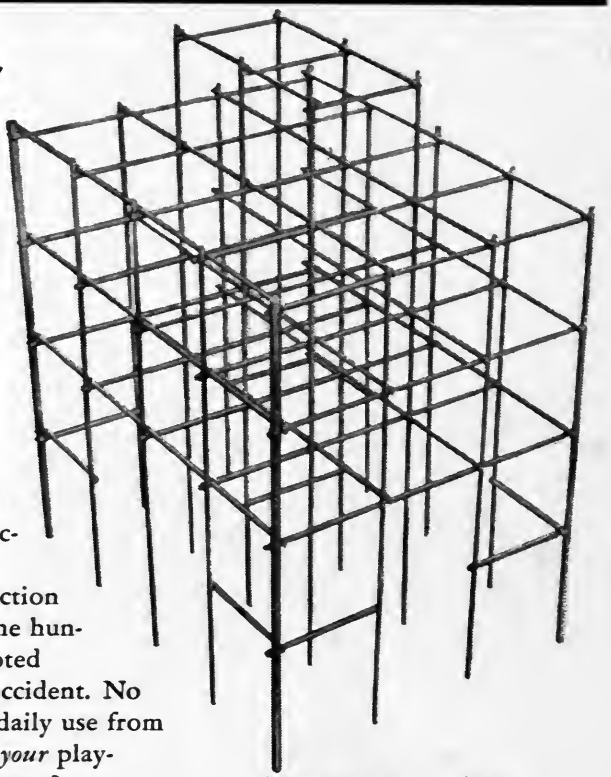

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Reservations for rooms during the Recreation Congress must be made through a central housing bureau set up in the New Orleans Recreation Department. A special form for your use has been prepared. If you have received one, please fill it out and mail it to Richard Dixon, New Orleans Recreation Department, City Hall, New Orleans 12, Louisiana. If you have not, the following information should be sent with your request for rooms:

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St. Charles	$8-9-10-11-12	$7-8-9	$5-6-7
New Orleans	$8	$6-7	
DeSoto	$7-8	$5-6	
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Bienville, Orleans	no rates quoted.		

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Manual of Minimum Standards for Camps. The Committee on Camp Standards, Camp Section, Greater Boston Community Council, 261 Franklin Street, Boston, Massachusetts, 1948. Forty-three pages. Price $1.25.

Park Maintenance, November 1948
- Turf Experiment, J. A. DeFrance.
- She's Boss of Parks at Grand Forks, N. D., W. B. Allen.

Beach and Pool, November 1948
- Recreation Leaders Exchange Ideas at 30th National Recreation Congress.
- Recirculation Period for Swimming Pools, R. N. Perkins, Sr.
- Swimming Pool Danger Chart.
- Laminated vs One Piece Diving Boards, M. H. Naigles.
- A Pool for the Farmers of New York.

The Cuyamaca Story — San Diego's City-County School Camp. San Diego City-County Camp Commission, San Diego, California.

Parks and Recreation, December 1948
- Parkways—Past, Present and Future, Stanley W. Abbott.
- Ten Million Dollar Recreation Plant from Salvage, Tom Deering.
- A Look at Twenty-five Years Ahead.
- Municipal and State Parks of Connecticut.
- "The Second Fifty Years"— Another Point of View, Walter Roy.
- The Maintenance Mart.

Architectural Record, December 1948
- A City Glorifies Its "Old Swimming Hole," Dan J. Driscoll.
- Recreation Buildings, F. Ellwood Allen and Weaver W. Pangburn.
- West Coast Innovations in Swimming Pool Design.
- Swimming Pool Design Data for Competitive Swimming, Based on A.A.U. Rules.
- Swimming Pool Design Data for Health and Safety.

Journal of Health, Physical Education and Recreation, December 1948
- Recreation Is *Not* Therapy, Carolyn J. Nice.
- Junior Barn Dance, Robert H. Hager.

Youth Leaders' Digest, December 1948
- Leadership Is Influence.
- Commercial Sponsorship of Youth Projects, Ben Solomon.

About 100 Books. A bibliography to promote human understanding among young readers. Division of Youth Services, American Jewish Committee, 386 Fourth Avenue, New York 16. Free.

Leisure Time Activities of Collier's Adult Readers. Crowell-Collier Publishing Company, 250 Park Avenue, New York 17.

Parks and Recreation, January 1949
- Progress with Park and Recreation Week, Fred G. Heuchling.
- A Look at Twenty-Five Years Ahead, George Hjelte, Jerome Dretzka, Fletcher A. Reynolds, E. A. Gallup.
- Public Relations for Park Districts, Fred G. Heuchling.
- Construction and Maintenance of Baseball Diamonds, Bobby Doerr, Verne Hernlund, Art Schultz.
- Maintenance Mart.
- Article Contest for 1949.

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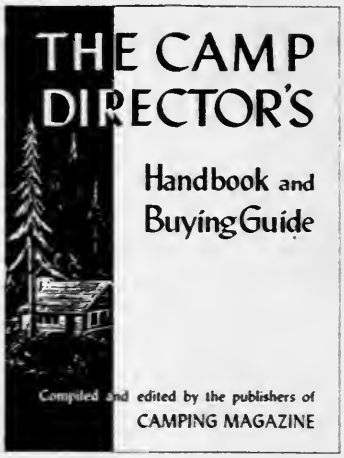

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Golf Facilities

Edited by Herb Graffis. National Golf Foundation, 407 South Dearborn Street, Chicago 5, Illinois. $2.00.

THIS IS A new manual and guide to aid in the development of golf facilities, including adequate attention to the problems of public golf courses, material on organization, planning, building, maintaining and financing facilities. It should be a very helpful guide to anyone planning a golf course, particularly to smaller communities where costs are a real consideration.

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Recreation Training Institutes

April and May, 1949

HELEN DAUNCEY Social Recreation	Albuquerque, New Mexico April 4-8	Charles Renfro, Director of Recreation.
	Lawrence, Kansas April 18-22	Lawrence Heeb, Superintendent of Recreation.
	Minneapolis, Minnesota April 25-27	Mrs. Alice Dietz, Assistant Director of Recreation, Board of Park Commissioners.
	St. Paul, Minnesota April 28, 29	Frank C. Kammerlohr, Secretary, Greater Saint Paul Leisure-Time Activities Council, 400 Wilder Building.
	Hannibal, Missouri May 2-6	Miss Carolyn Williams, Box 103.
	Omaha, Nebraska May 9-13	William J. Meyers, Superintendent of Recreation, Park and Recreation Commission.
	Alliance, Nebraska May 23, 24	A. M. Merrill, City Recreation Director.
	Scottsbluff, Nebraska May 25, 26, 27	Fred L. Johnston, Secretary, Y.M.C.A.
RUTH EHLERS Social Recreation	Winchester, Virginia April 18-22	C. A. Hobert, Chairman, Recreation Department.
	Frankfort, Kentucky April 25-29	Alfred Elliott, Director of Recreation.
	Maryland May 2-6	Miss Ethel E. Sammis, Assistant Superintendent of Physical Education and Recreation, State Department of Education, Lexington Building, Baltimore.
	Akron, Ohio May 9, 10, 11	A. E. Genter, Superintendent of Recreation.
ANNE LIVINGSTON Social Recreation	Great Falls, Montana April 4-8	Kenneth Fowell, Director of Public Recreation.
	Yakima, Washington April 11-15	Ed Putnam, Superintendent of Parks and Recreation, Metropolitan Park District.
	Moscow, Idaho April 18-22	Leon Green, Coordinator of City Recreation, University of Idaho.
	Spokane, Washington April 25-29	S. G. Witter, Director of Recreation.
	King County, Washington May 2-6	David DuBois, Superintendent of Parks and Recreation, 608A County-City Building, Seattle.
	Vancouver, Washington May 9-13	Carl Gustafson, Superintendent of Recreation and Education.
	Springfield, Oregon May 23-27	Mrs. Irene Squires, Superintendent of Willamalane Park and Recreation District.
	Klamath Falls, Oregon May 30-June 3	Samuel H. Smith, Superintendent of Recreation, Park and Recreation Department.
GRACE WALKER Creative Recreation	Rustburg, Virginia April 4-8	Miss Fay Moorman, Campbell County School Board.
	Lancaster, Pennsylvania April 18-22	Mrs. Harland D. Fague, Lancaster Council of Church Women, 443 S. Queen Street.
	Alexandria, Virginia April 25-29	Everett W. Johnson, Director, Recreation Center, 1005 Pendleton Street.
	Lancaster, Pennsylvania May 2-13	Mrs. Harland D. Fague, Lancaster Council of Church Women, 443 S. Queen Street.
	St. Louis, Missouri May 23-27	Branch Russell, Department of Public Welfare, Parks and Recreation, 330 Municipal Courts Building.
FRANK STAPLES Arts and Crafts	Morganton, North Carolina April 25-29	Charles Stapleton, Superintendent of Recreation.
	St. Louis, Missouri May 2-13	A. H. Wyman, Executive Director, Park and Playground Association of St. Louis, 1003 Equitable Building, 613 Locust Street.
	Elkhart, Indiana May 16-20	K. Mark Cowen, Superintendent, Board of Parks and Recreation.
	Omaha, Nebraska May 23-27	William J. Meyers, Superintendent of Recreation, Park and Recreation Commission.
	Jefferson City, Missouri May 31-June 3	Ben C. Porter, Director, Parks and Recreation, Jefferson City Park Board.

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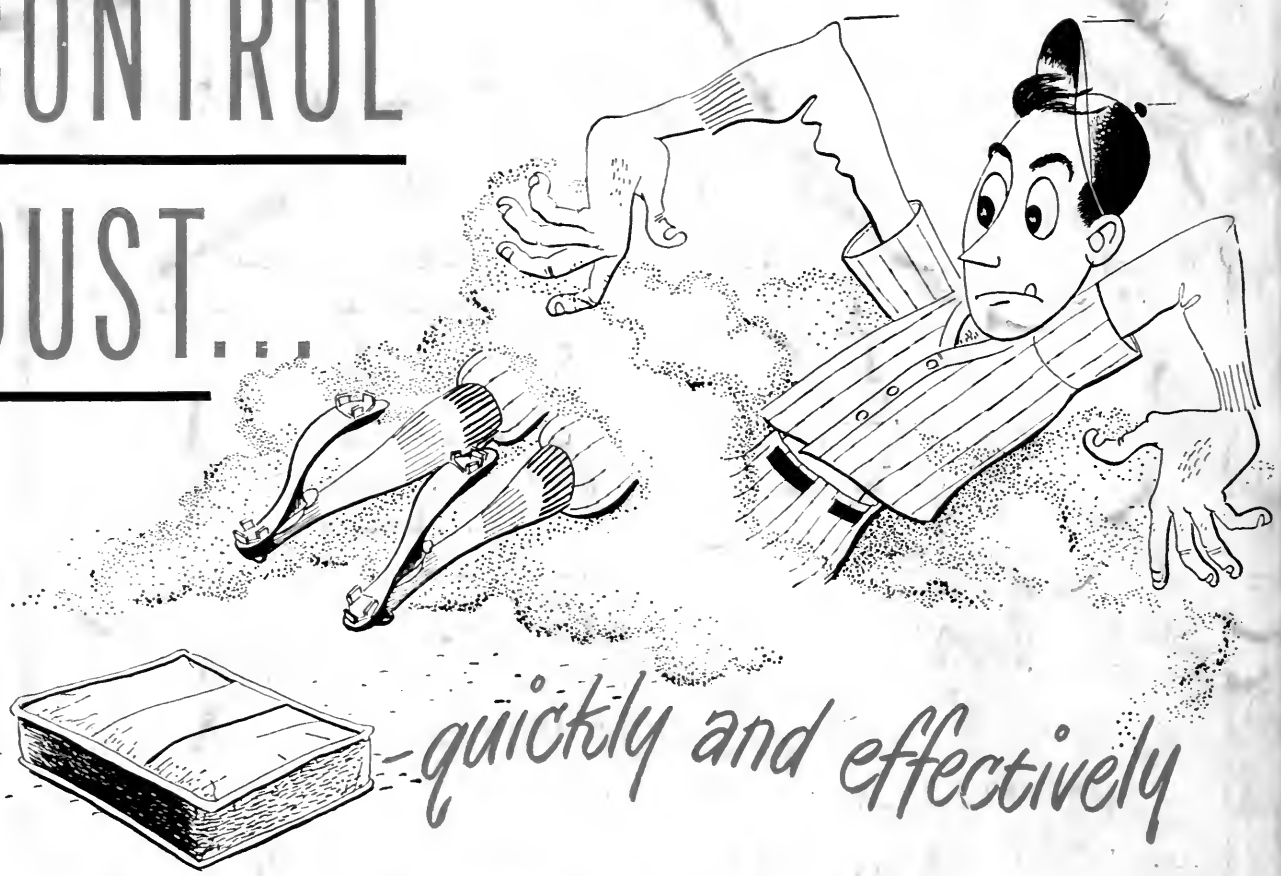

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Recreation

For
Older Adults

MAY, 1949

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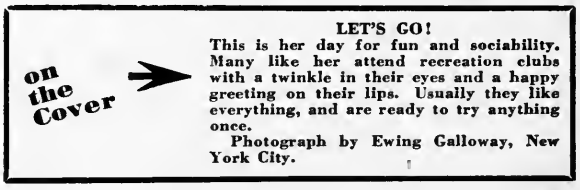

LET'S GO!
This is her day for fun and sociability. Many like her attend recreation clubs with a twinkle in their eyes and a happy greeting on their lips. Usually they like everything, and are ready to try anything once.
Photograph by Ewing Galloway, New York City.

RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

MAY 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

The Home and Recreation

THE HOME AND the family are the foundations of life in America.

Nothing good outside the home can fully compensate for lack of abundant living in the home.

Wisely, community recreation leaders work to help fathers and mothers acquire skills and learn wisdom as to home recreation. One of the greatest contributions of recreation leaders is to home living.

Much free time is in the home. There are many rainy days. There are days of children's diseases. There are hours too dark for play outside.

Happy are the fathers and mothers who can tell bedtime stories, participate in charades, help the children to think of joyous activities, really enjoy playing games with the children.

Happy are the homes that have indoor and outdoor fireplaces, a piano to gather around for family singing, a dining-room table as a center for a jolly good time while the family eats, an attic with trunks full of costumes for little girls, a play room that belongs to the children, a workshop tool room where father and son can make things together, a garden where growing things can be watched and helped to grow, a sandbox on the porch or in the shade, trees that can be climbed, a sunny backyard with play materials where absorbing play is more important than perfect order. Of course, there ought to be a dog—at least if there is a boy.

A very little hill or incline that a child can roll down is very welcome and never tired of. A place to cook out-of-doors is tops. Of course, always there must be books—at least a few—within easy reach of the children.

It goes without saying that mothers and fathers should seek training to make themselves play leaders recognized as competent by the children.

Of course, the family automobile must be a family recreation center, it must know the way to family picnic grounds, to bathing beaches, to ice skating ponds, to the zoo, to neighborhood recreation centers where whole families may go together.

The family that plays together and prays together stays together.

That family really lives. That family has memories.

There is no substitute for family recreation and family living.

Upon such family life America is built.

HOWARD BRAUCHER.

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

To Recreation:

"May I make one suggestion for your consideration? It has occurred to me that you might like to develop a series of verbal visits to the homes of recreation personnel here and there throughout the country. I am sure among both volunteers and professional workers you would find not only some very interesting ideas for recreation programming, but also you would capture some very interesting moments in the lives of people who dedicate their services to the recreation movement."

Charles F. Weckwerth, *Director of Recreation and Camping, Springfield College, Massachusetts.*

To Subscribers:

Following up this suggestion, do you know of any colleague in recreation work who follows an outstanding or unique hobby? Have you one of your own? What is it? Why is it unique? Would you like to tell us about it? What is the pattern of recreation as it involves your own home? What does each member of the family do to achieve personal satisfaction, recreation? Separately? Collectively?

If you would be interested in reading a series of articles such as suggested by Mr. Weckwerth, the first step will be to share such experiences with us.—Ed.

To Recreation:

"I would like to see a short description of the author's background right beneath his name—on the same page as his article in Recreation magazine. To thumb back through the rear pages to find out his authority is a waste of time and paper. I associate articles with the people who write them; many times I want to know who the person is before I begin to read his story. . . ."

Thomas S. Yukie, *Director of Recreation, Cortland, New York.*

To Subscribers:

We welcome practical suggestions and cooperation from our readers, such as the above, and in answer would like to say that, whenever possible, we shall present any available information about the author on the first page of a given article. This practice was first tried in the April Recreation, and is used throughout this issue. We hope it will prove satisfactory.—Ed.

To Recreation:

"We like Recreation magazine and in it find many very valuable articles and suggestions. There is one very serious drawback, however. I refer to the date on which these magazines arrive. If it were possible for you to let us have suggested seasonal programs a little earlier, it would be appreciated. It is true that we can keep them for the next year and that many of the ideas are applicable to more than the current month. . . ."

Lionel Scott, *Executive Director, City of St. Catharines' Recreation Commission, Ontario, Canada.*

To Subscribers:

Mr. Scott's point is well taken, and one with which we heartily agree. This matter has been of concern to Recreation staff for some time and everything possible is being done to adjust time schedules for preparation and printing, so that the magazine will be reaching you at an earlier date. We ask readers to bear with us until this can be accomplished; and we take this opportunity to caution everyone who is contemplating submitting seasonal material for publication to have it in our hands at least three months in advance. For example, if we are to keep to an advance schedule, a Halloween article sent to us in September—or even in August—would be too late for use during the current year.

Dorothy Donaldson,
Managing Editor, Recreation.

YOUR PLAY

Planning for the Oldsters of Today

TODAY THE ATTENTION of recreation, church, welfare and numerous other agencies, both public and private, is—of necessity—turning more and more toward helping older people to secure a happy and full life in their later years. As a result of the industrial age, with shorter working hours and retirement automatically attained at sixty-five, there are now large numbers of unhappy, older people who feel insecure, or unwanted, because they do not seem to fit into the scheme of today's living. Physiological and psychological facts regarding the elderly are being subjected to closer study by the medical profession, and by sociologists, with surprising results. It is now recognized that our life-span has increased, that in the years to come there will be relatively more older people than younger, that chronological age and psychological age do not tally—that being "old" has less to do with years than had been supposed, and that recreation is extremely important to the mental and physical health of the elderly as well as of the young.

In planning community organization for social welfare, therefore, the needs of this large group must be considered and met in a variety of ways; and responsibility for the interpretation of these new needs to citizens at large must fall, in great part, upon service organizations.

According to Dr. Hertha Kraus,[1] in her article, *Community Planning for the Aged*,[2] "Making our communities better living places for aging and aged people will require attention to many phases. . . . A check list of tentative suggestions may be grouped around five major areas in which more organized resources will be needed:

1. Employment security.
2. Income security.
3. Home security.
4. Health security.
5. Greater security in education and use of leisure time."

In one of these major areas—the field of leisure-time interests—much already is being done by wide-awake recreation departments in local communities, welfare departments, settlements, and by scattered private agencies. Recreation workers, by and large, are only too cognizant of the needs of this group of people and have been doing much to meet them as they arise. They have found that older people are lonely; that they need responsibility, affection, and attention; that they are especially interested in service projects, in doing things that are "purposeful."

At the last National Recreation Congress, Dr. William Menninger,[3] in his address to recreation workers, stated, "Recreation is an extremely important aid to growing older gracefully. People who stay young, despite their years, do so because of an active interest that provides satisfaction through participation. The elderly person with a hobby is almost always an alert, interesting person. . . . By contrast, there is no more pathetic sight than the older person who has no interest in life and only sits and waits—vivid evidence of the value of recreation to mental health." (See *Rec-*

[2] Dr. Kraus, of the Department of Social Economy and Social Research, Bryn Mawr College, has served as consultant to federal, social, relief, rehabilitation and research organizations.

[1] *Journal of Gerontology*, Vol. 3, No. 3, April 1948. Reprints available, Bryn Mawr.

[3] Of the Menninger Psychiatric Clinic, Topeka, Kansas; President of the American Psychiatric Association; Chief of Army Neuropsychiatric Services during the last war.

reation and Mental Health by Dr. Menninger, in RECREATION, November 1948.)

While many years ago, Joseph Lee—father of the playground movement in this country—said, *"We do not cease playing because we are old; we grow old because we cease playing."*

Articles on the subject of recreation for the elderly, which have been published in RECREATION since 1940, are:

Recreation for Older People—October 1940
Softball for Oldsters—March 1941
Playgrounds for Old People—December 1941
Hobbies and Happiness in Old Age—January 1942
Treasures Everywhere—January 1942
Fun Begins at 70—February 1942
I Love the City—March 1942
As Young as They Feel—November 1943
Old Timers Club—December 1943
Hobbies as Recreation for Older People—August 1944
Not Too Old to Enjoy Life—September 1944
No Hits, No Runs, Plenty Errors—October 1944
Richer Lives for the Elderly—August 1945
Recreation for Older People—September 1945
Human Problems of Old Age—October 1945
Full Lives for the Aged—December 1945
Life Begins at Forty Plus—August 1946
Antidote to Loneliness—September 1946
Recreation on Welfare Island—September 1946
Recreation for Older People in Rural Communities—November 1946
A Recreation Club for the Aged—January 1947
The Other Half of the Playground Movement—August 1947
No One Under Sixty Need Apply—November 1948
Recreation and Older Folks—February 1949

A few samples of the many recreation programs for the elderly, initiated by various community services, will be found throughout the following pages of this issue of the magazine.

A Few References on

Recreation and the Older Adult

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Again in the Center of Things

Andrew A. Sargis

ONE RAINY AUTUMN day, a disconsolate group of men sat on the steps of a parish house in Ossining, New York. Here they daily gathered for companionship, and now they stayed on in the rain. Ossining's recreation director saw them as he hurried past.

"Come on down to the recreation center," he invited.

"Are we allowed to?" came the reply. "We thought that was only for children."*

That was in 1946. Now, the Golden Age Club, for older, retired men, meets daily at the recreation center, and is composed of members all over sixty years of age. Special rooms are provided for club use, where they play checkers, chess, pool, cards and dominoes, and where movies are shown once a week—although one of the things that the men enjoy most is just to sit around and talk. Each Tuesday a party is given for the club with tea and coffee, cakes and cookies, served to them by a member of the Ossining Woman's Club.

Club Repairs Over 2,000 Toys Annually

Each year the Ossining Recreation Commission collects, repairs, and distributes Christmas toys to the needy children of the community. Two years ago the Golden Age Club became interested in this work, and repaired over 2,000 toys that first year. They did such a swell job, and had so much fun, members decided to take over the project every year. It gives them great pride and joy to be able to do something for the community. The club has also repaired, painted and decorated toys and equipment for the Ossining Child Care Center.

Club members take weekly trips to local points of interest, local factories, dairy farms, and so on. Each Tuesday a local minister is invited to speak before the group. Twice a month the club, as a body, attends services at a local church. The minister is notified beforehand, and a section is reserved for members.

At present the club is working on scrapbooks of jokes and greeting cards to be given to area hospitals. When these are finished, the men will weave woolen squares to be made into an afghan for a hospitalized veteran. Later in the Spring, members are planning to make a table and chairs for the lawn in front of the center.

This program so impressed C. E. Brewer, field representative of the National Recreation Association, when he visited the Ossining Recreation Center this winter, that he wrote an article on it for the National Recreation bulletin, urging other recreation centers to do likewise.

Recently, at one of the club get-togethers, a member who is now eighty-six years of age, and able to enjoy many activities that are offered by the recreation department, addressed the group in a speech of thanks:

"Boys, I want to thank the Recreation Commission and the directors for their programs, not only for us, but also for the youngsters of Ossining. We are now one big and happy family. I remember when I was only twelve years of age. I went to work, for I had to, and in those days we worked long hours. It was from sunrise to sunset and then some more after that. Of course, we did not have, at that time, all these opportunities that the boys and girls, men and women, have today; but I am making up for it now and I do enjoy it very much. I look forward each day to coming to the recreation center, meeting my old friends and making new ones. We are having swell times together . . . and I think it was very nice of Mr. Sargis to invite us to come to the Recreation Center and join in these activities. Now we need not sit around at home and be in someone's way or wonder what is going to become of us. . . . We should consider ourselves very lucky to be able to come to this center and enjoy these opportunities that are afforded to us. Each day I look forward to our work project, because we are not only enjoying doing all these things, but we are also bringing happiness to many needy children and wounded veterans in the local hospitals."

Andrew Sargis is Director of Recreation of the Ossining Recreation Commission.

*Quoted from Ossining *Citizen-Register*.

Neighborhood Responsibility for the Older Person

Ollie Randall

OUR RAPIDLY AGING population is bringing with it serious socio-economic problems. There has been no adequate preparation for this phenomenon in our country, either by the elderly themselves, their families, or society as a whole. The family, in all cultures the traditional unit for the young *and* old, now finds itself with three generations the rule, and four generations less and less unusual.

The major needs of the elderly, both today and tomorrow, whether dependent or independent, whether living alone or in a family group, are:

1. Inclusion as members of the family or the community on terms which recognize their dignity as human beings and as persons entitled to consideration, whether or not they remain in the actual family circle.

2. An optimistic attitude toward them and toward old age, based on a sympathetic understanding of what old age means to them as individuals, with a corresponding personalization of plans and services for them.

3. Opportunities for gainful employment on the basis of physical and mental competence without regard to chronological age, in order to extend the period of self-support, thus relieving younger generations of an economic burden otherwise imposed upon them either directly in the family or indirectly through taxation and failing ability or opportunity to work.

4. Assurance of adequate financial support, met at present to a limited degree by old age assistance and old age and survivors' insurance. Social security provisions are necessary as community substitutes for self and family support no longer possible in an increasingly complex industrialized society.

5. Provisions for health and medical care (a number one community priority throughout the country) particularly for the chronically ill and infirm aged, as well as for the mentally infirm.

6. Housing adapted to the changing requirements of the elderly and available within their limited income range—now practically non-existent.

7. Recreational or leisure-time opportunities and facilities suitable for older adults, including adult education, useful occupation even though not gainful employment, play for play's sake, hobbies, group activities which offer both participation with selected age groups and normal association with all age groups.

8. Opportunities for greatly expanded participation in church and religious activities, for the satisfaction of the intensified spiritual needs of later life.

The further trend of the twentieth century toward the urbanization of population has contributed to the critical situation of older persons and to the attitudes of their families. Even though

---

Author is Consultant on Services for the Aged, Community Service Society, New York.

this has resulted in the provision of more services for older persons in cities, it is undoubtedly true that the most acute needs still exist in urban areas, with perhaps the exception of the crying need for adequate health services and medical care in rural areas. Urban studies also point up the fact that the Negro aged are just beginning to present unmet needs which portend an aggravation of the need from this group in rural districts in the not too distant future. The needs of the Jewish aged have been sharpened by immigration and refugee situations, but the Jewish community is sensitive and responsive to the demands of its own group as individuals and as families.

Probably the one single, most important need in the community, with regard to old age, is a change in attitude toward old age as well as toward older people. If aging and aged people are to have sympathetic understanding, there must be a more optimistic attitude toward the later years of life and what can be accomplished by individuals in those years. At the present time, the attitude of people reflects the attitude of individuals fluctuating all the way from a fairly sentimental, over-protective feeling for the elderly to one of disregard, neglect and indifference. Somewhere between these two poles lies what we should strive for in our understanding — an intelligent and open-minded approach to the problems which are created by age.

There should always be recognition that, at this time, when the numbers of older people in the community have increased at an alarming rate in view of the lack of provision for them, there are two equally urgent tasks to undertake. The first is the alleviation of the situation of people who are already old; the other, which should be tackled simultaneously, is that of preventing the people who are growing older from reaching old age with as little understanding and as little provision for their old age as is now available.

It is essential to keep in mind that, while old age is a universal problem, in that practically all of us can now look forward to it, services to old people must be personalized. We must discover the individual old person and help him and ourselves to develop our programs so as to take into account his individual personality. Practically all of us, as we grow older, sustain certain similar losses—loss of family, loss of friends, loss of job and of income, but it must be kept in mind that each person reacts very differently to such losses. Therefore, what is done to compensate for these losses is quite different in each situation. In the process of developing this understanding, there must be a knowledge of the person and what has happened to him throughout his past.

One of the critical questions which is facing us all today is this matter of family relationships between generations, and what appears to be the growing reluctance of younger people to care for their parents and grandparents. If our community attitude is to be sound, there must be a careful analysis of the factors which are bringing about this change in relationship and a recognition that under the complex and complicated conditions of living, particularly in urban areas today, there may need to be a re-interpretation of responsibility. With the reduction of opportunity for building up savings or resources sufficient to provide for one's own old age or to care satisfactorily for one's immediate family, there appears to be less and less the possibility of any one generation providing for another.

We, in our communities, must be ready to substitute for the care which formerly was available in family groups, and to recognize that in this assumption there needs to be no lessening of the really important family ties of affection and warmth. We, as neighbors in our communities, must begin to provide different activities which will substitute for the other losses, such as loss of job and of occupation. We must realize that many older people today, with their new-found leisure, have to be taught to use leisure, which is a very unfamiliar commodity in their lives. For this reason, our recreation and group activities for this portion of our population have a very new and peculiar significance for all of us.

*Condensed from *Age Will Be Served,* a digest of papers given at their 1948 annual meeting, by permission of the Brooklyn Council for Social Planning affiliated with the Welfare Council of New York City.

County Program

An April Westchester County conference on recreation for older people, attended by representatives of communities that are providing or planning for such services, resulted in a proposal for a county-wide meeting to which the clergy and all organizations having facilities for serving older people would be invited. As another result, Dana Caulkins, superintendent of the Westchester County Recreation Commission, plans to set up a recreation training course for volunteers working with the elderly—thus meeting one of the important needs discussed at this session. Problems of increasing membership of older groups, finding space for meeting places, public relations, improving programs, and promoting participation were also reported and discussed.

Conference on Recreation for Older Folks

THE IDEA FOR a Conference on Recreation for Older People, held last November, originated in the Recreation Committee of the Community Project for the Aged, Chicago Council of Social Agencies. Its purpose was to get a representative group of older people to meet together to exchange ideas on recreation, to give agency and club leaders ideas on what older people want in their recreation programs, and to stimulate the organization, by older people, of more organizations and clubs for their own benefit.

The Chicago Recreation Commission sponsored the conference, and its staff carried out the necessary clerical work and the publicity, and arranged for the use of Garfield Park Recreation Center. It received great cooperation from the staff of the Community Project for the Aged, the Volunteer Bureau of the Council of Social Agencies, and from many staff members of the Chicago Park District.

Attendance ran over 200 persons—164 registered and many did not. One hundred and twenty-one people indicated affiliation with a club, a home for the aged, or a social agency. The number of professional workers probably exceeded ten per cent of those in attendance.

Among the clubs, homes and social agencies represented were: Association House, Benton House, Chicago Commons, Chitter-Chatter Club, Ethical Society, Forget-Me-Not, Friendly Visitors, Gads Hill Center, Gay Sixties, Godair Home, Golden Age Club, Good Neighbor Society, Hamilton Park Club, Happy Hour Club, Jewish Peoples Institute —Home for Aged Jews, Marillac Social Center, Old Peoples Home for the City of Chicago, South Chicago Community Center, Woodlawn Live Wires, Sunset Club—University of Chicago Settlement, Bensenville—Illinois—Home, Borrowed Time Club of Evanston, Illinois.

Some of the conference topics included:

"Getting People to Participate in Club or Home Activities"—a panel discussion, emphasizing the factors which make for good *participation* and lively groups. Some of these are: fellowship, friendship, a sense of belonging, variety in programs, sharing of responsibilities among members, interest in the individual, assistance from trained leaders, and publicity for the program.

ENTERTAINMENT—a session covering sources of entertainment, use of prizes, program ideas, and popularity of games, stressing the fact that variety, friendliness and active participation should be the aims in all types of group entertainment.

ARTS AND CRAFTS—a demonstration and discussion of whittling, chip carving, game boards, leathercraft, scroll saw work, basketry and other handcrafts. Crafts requiring no high degree of skill, and a minimum of tools and space, were presented.

DRAMATICS—a talk explaining how dramatics became part of the program at the Marillac House, where an amateur hour led to skits and then plays; and good voices, dramatic ability, and dancing ability were discovered among the ladies of the Chess and Chatter Club.

MUSIC—including a demonstration of a recorded concert which could be arranged by an organization wishing to devote a session to listening to good music, a demonstration of the use of rhythm instruments in helping people appreciate the various musical tempos, and a song fest.

PUPPETRY—a presentation of how one elderly person created an entertaining hobby for herself, giving pleasure to others. Mrs. Helen Moschel, of the Society of Puppetry and Allied Arts, gave a variety show with the puppets which she constructed herself. She creates the characters, writes their parts, costumes the puppets, and manipulates them.

DISCUSSION METHODS—a session led by A. A. Liveright, Director of the University of Chicago Leadership Training Project. Major problems confronting older persons in homes, family life and community life was the topic of discussion.

Club members provide own music in Flint, Michigan.

In the Wind*

THESE EARLY DAYS of Spring find the Community Service Society in the midst of plans—plans that, like daffodils, "come before the swallows dare, and take the winds of March with beauty." Spring may drive a young man's fancy to single-track thinking, but she turns our thoughts to heliotropes, aprons, canvases, carved Indians.

To be specific, take the planning and ploughing begun last month at the T. Sq. H. T. Club by its two presidents, twelve vice-presidents, Bird Bath Warden, and forty-six members. We refer to the Terrace Club at our Tompkins Square House for old folks, New York City, where every resident is a member—either active or honorary. They represent sixty-one different schools of thought in gardening techniques, but all agree on "ploughing before planting." So, in the flower boxes and tubs that border the Club's roof-top terraces, the soil is being turned, aired and fertilized.

As the vice-presidents and their assistants—ranging in age from sixty-six to eighty-one—plough in the spring sunshine, they cogitate on what flowers to choose for this summer's blooming. There's the heliotrope lady, who's picked a sunny location for her favorite, and the marigold man who says, "They grow easy and look bright—'merry golds' I call 'em." With final choices made, the Club sends a representative to the Flower Show to buy a supply of seeds and bring back gardening tips.

Blossom Time

The Club was started a year ago with many reservations: "I don't know a thing about gardening." "I never did it." "Maybe they won't grow."

However, as one proposer of the plan put it, "There's no harm in failure. And God's sun, rain and earth do most of the work." Residents began to volunteer and the number of "gardeners" grew who turned the earth faithfully, passed out dubious garden instructions to each other, and set up a friendly rivalry. A ninety-six-year-old man explained that he had not volunteered because he left gardening to the "young folks."

Requests for information stumped the House's director, neighbors, and local tradesmen: "How can we keep the birds from eating our plants?" "What do you do about too much rain?"

An album of clippings on the subject was started. And finally, Johnny-jump-ups, "merry golds," morning glories, asters, actually bloomed —not just in dreams—to reward the old hands and hearts that tended them.

One of the Terrace Club's unique appointments is the Bird Bath Warden. It came about when a gentle old lady, not strong enough for gardening, yet wanting to help, suggested she could keep the bird bath clean and freshly filled each day. Her importance to the garden is demonstrated by starling and sparrow patrons who wait for her attentions before beginning their gay "ritual of the bath."

Hobby Show

Other plans and work in progress among the old folks concern the Community Service Society exhibit in the Annual Hobby Show at the Museum of Natural History, May 11 to 22.

This is the third annual showing of various hobbies that have captured the interest of old people. The Welfare Council of New York, sponsoring the show, invites entries from its member agencies with programs for the aged. Thanks to the enthusiasm and skills of the elderly residents at the Society's Ward Manor in Dutchess County, as well as at Tompkins Square House, the CSS has exhibited each year.

This year's exhibit will include beautiful entries of hand-made articles such as infants' wear, aprons, and the like, handwoven materials, paintings and wood carvings. Broncho Charlie Miller, former pony express rider, will be on hand with his carved Indians and horses, and several other residents from Tompkins Square House will take turns during the week serving as hosts and hostesses.

*Reprinted from the Community Service Society Bulletin.

SEMI-FORMAL DANCES give the ladies chance to wear best bib and tucker in Santa Barbara, California.

HORSESHOES are a favorite with oldsters. These need a referee to measure, in Tacoma, Washington.

GIANT CHECKERS, as well as regular checkers, are popular in Tacoma. These players are aged 87, 89.

A BIRD'S EYE VIEW OF

RECREATION PROGRAM

Samples of the Many

PLAYING CARDS is included in most social gatherings for older adults, as at the Santa Barbara club.

GAY NINETIES party brings out costumes and talent in Nashville, Tennessee. Club member sings old song.

City-Wide

EFERENCE TO THE many good programs for the elderly, throughout the country, should include mention of the now well-known city-wide experiment launched in Philadelphia by the Council of Social Agencies in 1946. This called for the creation of Golden Age Clubs for men and women of sixty-five and over. The clubs, now going strong, are patterned after those developed by the William Rose Institute in Cleveland, Ohio. They are of every variety—church clubs, garden clubs, neighborhood clubs, hobby or other specialized interest clubs, study or music clubs, clubs for men or women or for both. The program, when introduced, represented one of the first large-scale efforts by any large city to face a social problem

'OR OLDER FOLKS

ommunity Activities

which had grown out of changed living conditions. At the time, George T. Adams, executive secretary of the Philadelphia Recreation Association, said: "We are living now in an industrial age, when the working age is limited, the working day has been shortened. . . . It is a situation peculiar to our times. When our country was more largely agricultural, older persons could continue to do light work on the farm or take part in village life, or to develop hobbies."

In laying the foundations for such an undertaking, it was necessary to enlist the cooperation of as many public and private organizations as possible. Thirty-three organizations, in addition to sponsoring groups of churches, enthusiastically agreed with the plan, and have since given it wholehearted help and support. The sponsoring groups were to be entirely responsible for their clubs—facilities, leadership, membership, contacts, finances, continuity. The recreation department's role has been advisory, informational, promotional. The existence of the clubs early led to the appointment of a director of recreation for older people—Miss Georgene E. Bowen, well-known worker in this field. Under her leadership, the program has grown and flourished. She is the author of the bulletin, "Salient Points on Organization of Clubs for Older People," issued by the Philadelphia Recreation Association.

"The Individual Social Club"

In Santa Barbara, California, the idea of personalized services is indicated in the name of the club, chosen by club members. Here the age range for members runs from about forty-five to eighty-five, and averages in the sixties and seventies. It is felt that this mixture of ages is a tonic for the older folks, and that the younger ones can assume some of the leadership, encouraging the others to participate.

In regard to program, Louise E. Lowry, who is managing supervisor of the recreation center and advisor to the club, recommends that—in addition to a regular weekly schedule of business meetings, pot-luck luncheons, table games and birthday parties—special activities should be featured periodically, to add variety, new interest and participation. She mentions several examples from Santa Barbara experience. One was a carefully planned and highly successful trip to Hollywood to attend a "Breakfast in Hollywood" broadcast, using a chartered bus– and the recreation department station wagon to take care of the overflow. Eight of the members were on the air, two received orchids, all received a thrill. The visit was topped off with dancing at the Hollywood recreation center. Other special activities are dramatics, if the right leader can be found, and semi-formal evening dances. These latter give the ladies a chance to dress up in their best bib and tucker, and men who have daytime employment an opportunity to attend.

Two rooms in the recreation center have been made available to the 300 members for their use, and Miss Lowry advises ground floor facilities wherever possible.

Middle Age Social Club

The following ad appeared in one of the newspapers in Tacoma, Washington:

> Persons over 45 and single, of good character, interested in forming a club to scotch loneliness and cultivate fun and friends come to (street address given).

According to Margery S. Davisson, a community center director in Tacoma, this was the seed from which sprang a club unique in that section of the northwest. The group turned to the community center for help, and there received a warm welcome, a place to meet, and assistance with

matters pertaining to organization, program and personalities. Officers were elected; committees were formed—including publicity, telephone, flowers, visiting, membership, and program. Chairmen of the above, plus the officers, made up an executive board. A constitution and by-laws were adopted immediately, thus avoiding many pitfalls. Membership dues were placed at fifty cents a year, election of officers every six months, and a small charge was determined for weekly meetings—the aim being to cover expenses and place a small net profit in the treasury, to be used for special events. Politics, race and religion have caused no problems, and membership has now reached 105, with an average attendance of eighty-two.

The name "Middle Age Social Club" has become known as an open door to those desiring a pleasant place to meet and enjoyment in the company of others of their years, in an inexpensive manner.

A typical evening finds members arriving at seven o'clock, even though seven-thirty is the advertised time. The secretary checks membership cards, as members sign the register and decide whether it is to be thirty cents for an evening of cards, conversation and food, or forty cents to include dancing. (This is old-time style, to a four piece orchestra, and while especially for adults, it is open to married and single persons, young or old.) Strangers are welcome, but it is desired that they become members after several visits.

Inquiries by telephone, letter and in person have come from the entire city and a radius of fifty miles in the county. Many are the letters from more distant points in the state, requesting members to correspond, all with the same pleas of empty hours, and a desire for companionship to combat the self-centeredness they find creeping upon them.

Spicing the regular club program are specialties, such as entertainment numbers, picnics, birthday parties, anniversary dinners, receptions honoring the newly married. Small groups have formed within the larger for those wishing to meet more than once a week. The men and women of the club have found companionship, importance through responsibility, health—both mental and physical, new interests, and the satisfaction of service to their center and their city.

"Youngest Club"

The name of the "youngest recreation club" in Lancaster, Pennsylvania, now in its second year, has been changed from the original Golden Age Club to Happy Hours Club because members object to including the word *age*. According to G. D. Brandon, director of recreation, the Lancaster Recreation Association had long wished to offer some form of recreation for the older, retired members of its population. In order to get things started, therefore, ministers in the central part of the city were asked to send at least two representatives from their churches, in the age bracket of sixty-five and over, to a preliminary meeting at which the formation of a club would be discussed. These prospective charter members then received a personal letter of invitation.

At this meeting, it was agreed that everyone present should invite four other possible members to a sample gathering, to be held in the social rooms of one of the centrally located churches. Since that time, regular monthly meetings, including picnics during the summer months, have been held. The monthly programs vary, but a standard pattern includes singing, group games, special celebrations on Christmas, Valentine's Day and other holidays, the making of simple crafts, demonstrations of hobbies by members, and movies. The program always concludes with simple refreshments, prepared and served by members, followed by a social hour.

Some of the by-products of these meetings have been: interests developed outside the narrowing sphere which accompanies retirement; that feeling of being wanted and invited to a meeting of kindred spirits; the opportunity to develop some dormant skill that can continue in its expression beyond the actual meeting time; the reliving of past accomplishments with others having similar problems and interests; the feeling that people are al-

Good exercise and lawn bowling, using Tacoma park facilities, appeal to this "young" lady during summer.

ways people regardless of their position and place in society. Nothing is more important to an individual at any age than to know he is wanted.

None of the facilities for this group have required anything new that could not be borrowed from established agencies available in any community. The planning of parties is always done by the officers of the club in cooperation with the recreation director.

The zest displayed by this group, and the keen interest shown in attending meetings, is amazing. Group unity is very pronounced. If unable to be present, a phone call or letter of apology usually is received. The majority of members are anxious to display talents, show their collections and hobbies. Two of the members, whose partial blindness prevents their playing games, have not missed a single meeting. They enjoy the sociability of the group, even though unable to participate actively.

Latent Talents Discovered

In Flint, Michigan—an industrial community of approximately 165,000 people—there are, as in many other cities, retired men and women who live on pensions or very limited incomes and who have a great deal of leisure time on their hands.

In 1947, a group of older people approached the Council of Social Agencies to investigate the possibilities of starting some kind of program. Here they were referred to the recreation division of the Council, which called in resource people from the Bureau of Social Aid, YWCA, Mott Foundation, Community Music Association and City Recreation Department, and it was determined that the recreation department had the buildings and personnel for such an undertaking. Two recreation centers launched the program on the same night so that people living at either end of town could attend simultaneously. Each center is now open every Tuesday afternoon from one to four, and each Thursday evening from seven to ten-thirty. So far as is possible, the department has developed its program around the Philadelphia plan.

Lina W. Tyler, recreation supervisor in Flint, writes that attendance bears out the success of the program. An average of twenty-five people appear at each center for afternoon meetings, and from sixty to seventy in the evenings. Refreshments are served without charge. As much as possible, the older people are urged to plan their own entertainment. A new chairman is elected each month. Programs include cards, cribbage, song fests, Tom Brennaman shows, hard-time and birthday parties, speakers, visits to places of public interest, movies. Members provide their own music for square dancing, one man being adept with the violin, another with the guitar and a woman with the drums. Many latent talents have been discovered, dramatic ability among them. One couple had traveled with a circus for many years and have proved to be good masters of ceremonies, helping others to become better acquainted.

Miss Tyler states: "Leaders in charge must be sympathetic, act as counselors and also have the ability just to listen. So many of these older people enjoy good conversation. Many are temperamental and must be treated with a great deal of patience.

"Our department is proud that we are able to offer this service to the community. There is no fee attached to becoming a participant. At first, interested organizations and individuals contributed money, but the program is now supported from revenues received from Coca Cola machines in the community houses.

"As one man stated, 'I have paid taxes in Flint for fifty years but never once thought that there would be a program for people of my age to participate in'."

Shut-ins Included

Membership of the Golden Age Society in Jamestown, New York—population around 42,638—includes about thirty shut-ins unable to attend meetings. They receive news of the club, cards and gifts during different seasons of the year. The total number of members has increased from sixty-five in May, 1947, to the present enrollment of 300. Under leadership of the recreation department, the program features theatre parties, group singing, exhibits, automobile trips, boat rides and the like.

Calendar

The Council of Social Agencies in Rochester, New York, has put out a "Senior Citizens Calendar of Things of Interest in Rochester," planned "for the person who now has time on his hands and wants to really *live* his life rather than just sit it out." Leisure-time activities have been listed under the headings: Things to See, Things to Hear, Things to Do, Things to Read, Things to Learn. All neighborhood clubs are listed under Things to Do; and among them are a number of clubs which welcome oldsters, also clubs planned especially for older adults, offering a gay, social afternoon just visiting, playing cards, enjoying musical entertainment, community singing, movies, speakers and refreshments. The Rochester program for the elderly was initiated in May, 1946.

Paradise Center

Ruth E. Swezey

PARADISE CENTER IS as good as its name—ask any of the oldsters who drop in each Tuesday afternoon for their weekly round of fun and sociability. "I never miss," said one little old lady who is close to the ninety-year mark, "and when it's over I start counting the days until next time."

Sixty-five members, ages sixty-five to ninety plus, are registered in the club, and the average weekly attendance is about fifty. Illness is just about the only reason for anyone's absence. The weather makes little difference. Heat of sun, cold of winter, rain or shine finds members trudging up the steps of the YWCA in Wilkes-Barre, Pennsylvania, with a twinkle in their eyes and a happy greeting on their lips—for this is their day out, their own club day for fun.

When asked one day what these retired citizens like best in the way of activities, we couldn't think of anything they don't like to do. They like everything and they are always willing to try anything once. They come to have a good time and they have it! At five o'clock, the end of the three-hour gathering, we have to sing "Good Night Ladies" with zest, and virtually "merrily roll" members out the door to get them on their way.

Our program includes birthday celebrations once a month—complete with cakes, candles and ice cream. One lady stood up for her birthday twice in the year, and was caught by some knowing friend. "Well," said she, "I guess at my age I ought to be allowed to have as many birthdays as I want." She was eighty-eight. On Christmas eve, many of the oldsters were on hand in the public square to join in the municipal celebration. At our own Christmas party, one of our Little Theatre members added to the occasion by telling Christmas stories.

Weaving is a popular group activity, and there are simple crafts projects that are possible for those with poor eyesight. Many members play dominoes and pinochle, and the showing of movies and community singing vary the programs. Each week, one set of elderly men and women square dance. The oldsters were guests of the "Y" at one of the weekly farmer dances, and the forty who attended didn't just watch—they also participated. Refreshments are part of each week's program, and members enjoy the companionship possible while sitting at the table, eating their pie or cake and coffee, and getting together to sing.

One day one of the women was asked if she had time to stay and do something after the meeting. She replied, "Time—why I have all the time there is until I die." This expresses the plight of older people—having too much leisure time on their hands. Those in Wilkes-Barre and Wyoming Valley are all happy that more is being done for them recreationally, and they are grateful that some organization has found time to develop such a program.

Several agencies have assisted in making Paradise Center possible. The Department of Public Assistance permitted us to send out a questionnaire to survey the interests among this group. Five hundred cards, with a list of ten activities, were sent out in the payroll envelopes, asking the recipients to return the checked cards if they were interested in a recreation center. One hundred cards were returned, and the most popular item checked was—"a social meeting where I may make new friends." Many also checked games, some movies, a few crafts, dancing, and other activities.

The YWCA furnishes free a delightful meeting place with use of the kitchen. Mrs. Paul Bedford, well-known in the area for her active interest in the welfare of the aged and shut-ins, and president of "Wheel Chairs, Incorporated," is chairman of the center. She is also a member of the board and did much to find the funds to start this program.

How did we decide on Paradise Center as the name? The group held a contest, and out of the eighteen names submitted, this one was almost unanimously selected. Mrs. Mary Caffery, seventy years old, who submitted it, wrote:

"I suggest that we call the recreation center 'Paradise Center' because of the wonderful times we have there and the enjoyment we get from it. I am sure that every one of the elderly people who come to this center are very happy here, and the hours spent here make life worth while for us. Thanks for making this wonderful thing possible."

Ruth Swezey is the director of recreation, Playground and Recreation Association of Wyoming Valley.

A Place in The Sun

Frances Joyner

No one is old in the Sunshine City, more formally known as St. Petersburg, Florida. Maybe it's the Fountain of Youth, maybe it's the sunshine—whatever it is, the spirit of play and recreation is strong.

There are clubs for every age. Let's start with one of the most famous—not just three score and ten, that's too young—but the Three-Quarter Century Club. Not only is it a social club—it has two famous branches: the Three-Quarter Century Softball Club, and the Three-Quarter Century Chorus. Two teams, the Kids and the Kubs, play five innings of softball twice a week, from December to May, on the shores of Tampa Bay. The recreation department can't keep up with the demand for bleachers to seat the crowds—and woe betide the newspapers when the box score is wrong! The Chorus is led by John Shirley, eighty-eight years young. This isn't just a "sing-song"—this is real music. Their theme song is sung to Sibelius' music; there are quartets, octets, mixed quartets, all singing with the proper phrasing and spirit. They average a concert a week during the winter months.

To take care of those not yet old enough to join these well-known groups, there is the Half-Century Club, with its own softball organization. The Pelicans and Gulls play three times a week, waiting their chance to graduate into the Three-Quarter Century teams.

The most popular sport of all is shuffleboard, and St. Petersburg has three thriving clubs, one with over 7,000 members. Ranging from forty to eighty years of age, members keep the courts busy day and night. For those less actively inclined, there are the card rooms and dancing. Shuffleboard is a unique game—it is easy to learn and play so that the beginner is not frightened off, and yet it can be developed into a game of great skill and competitiveness to hold the interest of all.

No one is old in St. Petersburg, and shuffleboard clubs thrive. Above, national champions play friendly game.

Another popular sport is lawn bowling. There is a men's club and a women's club, with devotees playing the year 'round. A well-known physical educator has found this the ideal sport for the older man and woman, and it keeps them supple and in good condition without undue physical strain. Roque and horseshoes also have their adherents, all organized into clubs. For those wanting less strenuous activity, there is a checker club and a chess club, where silence is the rule while the opponents face each other in deadly battle.

Practically every state in the Union has its state society in St. Petersburg, meeting formally twice a month, and holding picnics and dances in-between times. Then, there are the clubs for those who have retired—teachers, firemen, policemen, railroad men, and others.

All this costs the taxpayers practically nothing. For, many years ago, the recreation department expounded the thesis that people like best that which is their own. So each of these clubs has dues, which they collect themselves and use to promote their own activities. The sports clubs are located on city property, the social clubs meet in a city-owned building; but when improvements are needed or wanted, the clubs save and pay for these themselves. They elect their officers from among their own ranks, and the city gets the highest caliber of volunteer leaders who have no intention of being put on the shelf or relegated to the rocking chair.

Frances Joyner is a member of the St. Petersburg, Florida, Recreation Department.

Teen-Agers Start Something

Sid Kirk and Trudy Nicholls

THE RECREATION DEPARTMENT of York Township, Toronto, aided by its youth, has for the past two years sponsored one of the most significant movements in the Province of Ontario to date.

In the summer of 1947, six teen-age clubs banded together and raised $300 to take senior citizens, over seventy years of age, on a bus trip to Niagara Falls. Seventy-four elderly people made the trip in two busses, with two registered nurses and two or three teen-agers in each bus to take charge. Lunch was arranged at St. Catharines' YMCA and YWCA, and dinner at Niagara Falls. The participants were brought together through the Old Age Pensions Branch of the Ontario Provincial Government.

This affair gave officials of the York Township Recreation Department the opportunity of finding out these people's feelings in regard to forming a club. They were delighted with the idea, and it was decided to hold a monthly social meeting. To raise funds, amounting to $130, a triple dance for teen-agers was held in the three Township Collegiates on the occasion of Princess Elizabeth's wedding.

Fifty-three elderly persons, ranging from seventy to ninety years of age, attended the first social gathering in November; and they voted to call their club "The Friendship Club." Later they elected their own executive committee, which meets about two weeks prior to each monthly meeting of the club. The recreation department picks up executive members one afternoon and takes them to a member's home where they discuss program for the next social, and finish with a cup of tea and sometimes a game of cards.

The program, with suggestions coming from members, has resolved into sing-songs, music and recitations by members themselves, movies (most popular of the activities), bingo, euchre, checkers, cribbage, chess, dominoes, or just sitting around to chat. The evening winds up with tea, sandwiches, and cookies. Average attendance is eighty-five for each social, with costs approximately twenty dollars per evening.

Representatives of the teen-agers continue to participate by attending each monthly meeting, checking coats, serving refreshments and generally trying to make the members feel at home.

From the beginning, the York Township Recreation Department has felt that the needs of, and services for, our older citizens should be made known. Therefore, each meeting of the Friendship Club is held at a different place, and in different sections of the wide-spread municipality—at the YMCA, Community House, and sometimes at the Canadian Legion Hall. Many folks of this age cannot be expected to make long streetcar trips. So, for each party, our three YMCA's young men's service clubs, and business men's associations undertake the transportation of club members.

One day the members, themselves, decided that they would feel better if they were on a regular contributing membership basis, and that, for those who could pay, the dues could be anything from twenty-five cents to a dollar per year. Ninety percent of them have paid one dollar.

Operation of a club of this kind calls for a special kind of feeling and sympathy. Such small but important matters as get well cards, sympathetic talks on the telephone, and small personal services can bring great satisfaction and happiness.

Recently, the department was approached by a volunteer who was willing to donate his time for the showing of movies to shut-ins, in their own homes. Immediately the Friendship Shut-In Club was formed and all were told to get in touch with the department if they knew of anyone who could benefit. It is our sincere hope that the Friendship Club is firmly established for the future.

Mr. Kirk is director of recreation; Mrs. Nicholls is assistant program director, York Township, Toronto.

The Seniors' Club

Alice Robertson

THE LACK OF recreation facilities for the older age group in Hamilton, Ontario, was impressed upon the chairman of the Family Service Bureau, Dean Stewart, and it was he who suggested work in this field as a new project for the Junior League of Hamilton in 1946.

After investigating the resources of the city and finding that, aside from an occasional tea in the East End, there was, indeed, nothing provided for older people, the project committee of the Junior League started collecting information on such clubs through the facilities of the Association of Junior Leagues of America. They provided material on the organization of the Hodson Memorial Center in New York City, the Golden Age Clubs in Cleveland, and other groups in the United States; and we visited the Second Mile Club in Toronto. Most of these had had small beginnings, such as we contemplated, and after we had made our plans and estimated the costs, we voted to start a Seniors' Club as our next project.

The housing shortage in Hamilton was our greatest obstacle and, after cutting down our hopes from a cottage to an apartment, we finally had to settle on a recently vacated store. This gave us a room about twenty-five by thirty feet and a tiny office. By adding a washroom at the back, and putting a kitchenette in one corner, it didn't seem too bad and the main point, after all, was to open with any facilities rather than put off the project indefinitely. We obtained comfortable chairs, a piano, card tables and books and, by using lots of bright paint, made the place seem airy and attractive. We were fortunate in finding a director who was genuinely enthusiastic about the idea, understanding and businesslike. On February 5, 1948, we opened the doors to the new members.

In order to find prospective members we obtained lists from all the social agencies who have contact with older age groups, and sent out invitations to an opening tea. We also sent invitations to the Homes for the Aged in the city. The only requirement for membership for men and women was that they be sixty years of age or over. They do not, however, get their full membership card until six weeks after their first visit to the club. Our project committee to run the club consisted of a chairman, assistant chairman, the chairman of the house committee, the entertainment chairman, chairman of the volunteers, the placement chairman, director, and president of the League. We also organized an advisory committee of representatives from various community social agencies, who meet three or four times a year to help with special problems.

It was decided that the club would remain open every afternoon, Monday through Friday, from two to five-thirty o'clock, and two evenings a week from seven-thirty to ten. On Friday evenings we provide some form of entertainment such as music, movies, or a magic act, and tea is served at each

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Mrs. Hugh Robertson is the president of the Junior League of Hamilton, Ontario.

Letter to Hamilton News

Having had my share of misfortunes and being left all alone for years, I was very lonesome and unhappy. A friend of mine advised me to join the Seniors' Club. So about three weeks ago, I went to the club room, more to look the place over than anything else. Now I am a member of what I believe is the best club in town. I was welcomed by the supervisor without any palaver . . . introduced to a couple of the members and told to make myself at home. Some were playing cards, dominoes, checkers, etc. not being able to play any of those games . . . not knowing anyone there, I thought I would feel a wee bit out of place, but as I looked around and saw the layout of the place, it was so clean and comfortable, everyone looked so nice and respectable, I said to myself, this is the spot for me. My out of place feeling vanished I was amongst a bunch of the most friendly people one could find anywhere. Presently a gentleman came in, all seemed glad to see him he just smiled, walked to the piano and struck up some of the old lively tunes the members sang and everyone was so cheery. . . . After a while the young Ladies came around with tea and cake, by the smile on their faces they enjoyed their job. . . . This was my brightest afternoon in a long time. Since joining the Seniors' Club there has been a change in me. . . . I have some place to go where I can meet friends and pass a happy time, instead of hanging around not knowing what to do with myself. There should be more of these clubs a place like this makes you forget about growing old, and I believe it keeps you from getting cranky. The Seniors' Club is run by the Junior League—all Ladies I understand. I dont know who they are but I do know they have done a wonderful job. I would like to thank all those of the Junior League for giving us this swell club. it took courage and someone with a good heart and a good head at the helm. Ladies, we salute you.

session. The members pay a fee of twenty-five cents a year to give them a proprietary feeling and they also, on their own initiative, started a cookie fund. The rest of the expenses, including the salary of the director, are paid by the Junior League of Hamilton from moneys raised by them in the community. The League also provides a volunteer to be on duty with the director.

We now have over one hundred members (which is the most we can accommodate), and they come from all parts of the city. The average attendance is about twenty-five, and the average age is around seventy—with the range from sixty to ninety-four. The members take care of their own entertainment—playing cards, checkers, dominoes; reading magazines or books; singing and playing the piano; dancing or reciting. The director's main work is personal contact and encouragement of members. The volunteer's job is to keep the place neat and serve the tea. This is unrewarding work, with the result that volunteers are hard to place and many lose interest.

Members are most enthusiastic and scarcely a month goes by without an appreciative letter appearing in one of the community papers. When we asked for criticisms or ideas for improving the running of the club, we received seventy letters of appreciation and not one of criticism. The older people do not respond to the idea of hobbies or handcrafts because they are so glad simply to relax and chat; but since the club is only a little over a year old there is yet time to develop this. Members have elected a spokesman and treasurer, but as yet have no working committee.

Our main goal at the moment is more space and a larger budget to add to the facilities of the club. Also, we are considering reorganization with an independent community board so that it may form the nucleus for other services to the older age group.

We believe that, if the Seniors' Club were closed now, the members would march in a body to City Hall and demand that it be reopened—it has meant such a difference in their lives.

THE NRA ADDS ANOTHER YEAR

On April 12, 1949, the headquarters family of the National Recreation Association celebrated the organization's forty-third birthday. One of the highlights of a simple ceremony was the informal talk given by Jimmy Rogers, staff member for many a year. In a sense, it was a farewell speech, too, for his resignation had just been announced. (See page 81.)

Reminiscing about the first meeting at the White House in 1906, he grew increasingly enthusiastic as he unfolded the story of the Association and its contributions to the growth of the recreation movement. He said, in part:

". . . We have been a service organization, serving others . . . and so many times have we submerged our identity, that few people realize the extent of our services. We have multiplied ourselves through others. The NRA, over a period of twenty years, spent a quarter of a million dollars on the National Physical Education Service, which was responsible for establishing state laws and departments of health and physical education. . . . Today, few people appreciate the fact that the War Camp Community Service was really the National Recreation Association.

"The complete story of the Association is almost impossible to tell because of the wide areas of service. . . . Once I tabulated fifty different areas of service, but today I want to condense these fifty and briefly discuss eleven big, major fields in our program.

"But, first, I want to stress two qualities of attitudes which have dominated the spirit of our work. First, we have been a 'missionary' organization. Way back in the early days, the NRA carried to the crossroads of America the message as to why play, why playgrounds were as essential to schools. . . . Second, . . . we have been pioneers—pioneers in state legislation, in enabling acts, in creating model ordinances, in setting up organizations and programs. . . .

"Now for the brief statements about the eleven great areas of service by the NRA:

"Field Service to Communities — This is the heart of our program, because it is right in the communities where America lives and works.

When the NRA started, there were probably thirty cities which had public recreation. Today, there are approximately 3,000. I wish a careful record could be shown of all the many visits by the many individuals and the many services that we have made to a single community. *Services to a Broad Program*—we have people working in the music department, in arts, crafts, nature, drama, gardening . . . the NRA, in its forty-three years, through its literature and personnel, has done much to increase, expand and enrich the conception that the program of recreation is broad in many fields of activities, from the cradle to the grave . . . and it is constantly facing the new needs and challenges. *Special Services*—There's our work for the past thirty years with minority groups. . . . Our contribution to Negro life . . . our work with institutions for the orphaned, handicapped and aged; our industrial work; the survey and planning work. *Services to Rural America*—Over the years, we have . . . served the Department of Agriculture. The NRA assigned specialists to assist the Department and the State Colleges of Agriculture in the training of 78,628 volunteer leaders over a fourteen-year period from 1927 to 1941. There were 1,785 training institutes held at 701 centers located in all forty-eight states. And this work still goes on. *Services to All Levels of Government*—Our records will show the many things we have done—for the armed forces, the national parks, the Inter-Agency, the work with state governments, with county groups. *Correspondence and Consultation*—That big department—25,000 letters from 6,000 communities! Yes, the title of the article in RECREATION, 'A Business Without a Balance Sheet,' (April issue) is true. *Literature and Publications*—This is one field we ought to be greatly proud of. . . . Our books are text books, the recognized bibles and encyclopedias. *Leadership and Training*—. . . what a glorious, continuous outpouring of services have been rendered through our schools and institutes of all kinds: fifty-four War Camp Community Service Institutes; ten national one-year graduate recreation schools; social and creative recreation institutes, conducted by our specialists; our work in standards for leadership. . . . *Recreation, A Profession*—We *are* a profession. . . . Recreation has a history, vast library, literature, fundamental philosophy, a definite program. . . . *Community Recreation*—To me, perhaps, the greatest contribution that the NRA has made is that it has always talked in terms of the *total* program. . . . It has always seen the value of not only public recreation but private recreation, the contributions made by the church, the home, the group work organizations. *The Congress*—At great cost and much effort this Congress, for years, has brought together lay and professional leaders and workers from all the fields of recreation. It has given them information and inspiration . . . has stimulated the whole movement on national, state and community levels of government.

"In the broad, varied, multifarious NRA program, and throughout these years, two names stand supreme—Joseph Lee and Howard Braucher.

"My story of the recreation movement must be very brief. First, I like the word movement because it means that recreation is going forward. It is not standing still. It's moving, improving. More and more people and groups are recognizing that recreation is a fundamental in American life.

"Secondly, the same missionary and pioneer spirit of old must be maintained in the development of new areas in the field of recreation which is ever growing and expanding. There is an increase in children's museums, camping of all kinds, the work with oldsters, home and neighborhood play—new areas on the horizon.

"Third, there is always the need for the upgrading of standards—for reorganization and administration, facilities, budgets, programs and leadership.

"Recreation is on the march. . . . So we here dedicate ourselves today, first, to the vision and faith of the missionaries and pioneers of the NRA and the recreation movement, and second, to the challenge of the future, that we shall ever be ready."

Today few people remember that the War Camp Community Service of World War I was in reality the NRA.

PET BIRDS ARE FUN!

Mildred Stevenson

WHEN COLONEL AND Mrs. Leon L. Gardner grew bored with Army life in the prewar Philippines they bought a pet bird for "new interest." Before long they had fifty. Too numerous for cages, the birds theoretically were confined to a screen porch; actually they took over the house. They slept in shoes, swooped into the shower after Colonel Gardner, flicking water in his eyes. They grabbed absorbent cotton from the bathroom, stole tape measures from the sewing basket and picked a quilt apart for their nests.

Nearly everyone at some time has considered acquiring a pet bird, usually with the casual idea of lending color and song to the home. Later the owner may learn, as did the Gardners, that he has stumbled on a multi-faceted hobby which often becomes a consuming passion and a money-making venture.

Birds are absorbing company, and are easily taught tricks. While in a hospital with his back broken, George Burton, a Wild West show rider, was given a parakeet. The bird, he found, liked to ride an outstretched pencil. Eight years later he put 273 lovebirds through a feature-length movie complete with hero, villain and love interest. They operated taxis, rode horseback, performed on trapezes, and did other tricks.

Robert Stroud, a Leavenworth prisoner, spent twenty years in solitary confinement. By raising canaries in his cell he not only preserved his sanity, but supported his mother through sales of the birds. When birds died he dissected them, later studied biology, and became a writer and world authority on their diseases—despite the fact that he had not gone beyond the third grade in school.

Many hospitals keep birds for their therapeutic value. During the war they were introduced at St. Elizabeth's, the government mental hospital in Washington, to divert shell-shocked veterans. One Negro sailor, who seemed otherwise recovered, became upset whenever it was suggested that he might go home. The psychiatrists were baffled until he was observed strutting through the wards, laughing joyously as the parakeet which rode his shoulder flew off, then returned at his whistled command. Asked if he would like to take the pet home, he immediately began packing. "Me and my little bird are gettin' out of here," he said.

It is the fanciers, though, who derive the most enjoyment from birds. Their gratification is that of the artist and champion. Before the war we imported most of our birds from Germany. Now Helen Kneller, editor of *Canary World,* estimates that American breeders are producing more than a million birds a year. Countless varieties and strains have been developed.

In a former hosiery mill at Denville, New Jersey, the Odenwald Bird Company turns out three broods a year for upwards of 65,000 sales. The R. T. French Company, with plants at Rochester

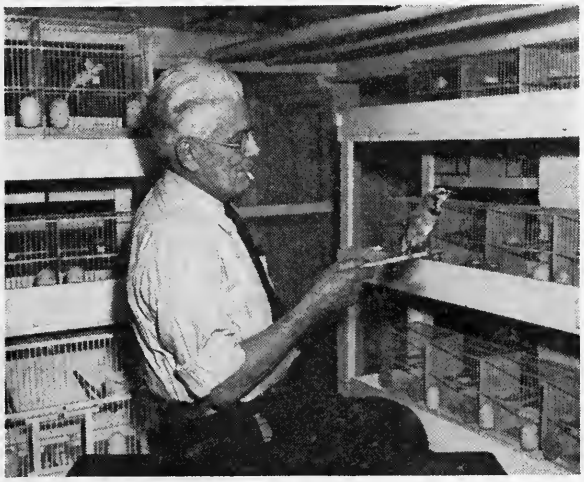
William S. Hinman has found that young birds are as playful as kittens and equally as affectionate.

Mrs. Stevenson, wife of a Washington, D. C. newspaperman, worked as librarian with the Camp and Hospital Service of the Red Cross during World War II, and knew of the use of birds in hospital rehabilitation programs.

and Philadelphia and aviaries in England, is chiefly concerned with manufacturing better bird foods, but sells birds too. The business grew from one man's hobby. The quality market, however, is controlled by fanciers—enthusiasts who, through more than 200 local clubs and national associations, are continually striving for prize-winning birds.

Some fanciers are children, who have their own recognized organizations, or housewives with a couple of cages, or busy executives like John A. Yeager of Baltimore who eight years ago adopted birds as his safety-valve hobby and since has owned eighty-five. "Wonderful recreation," he told me. "And so much can be learned from birds."

At De Paul Sanitarium in New Orleans, Sister Mary Rose breeds and sells birds to help the poor. Clovis Russell and his family, in thirteen years, turned twenty dollars worth of birds into a $50,000-a-year enterprise at West, Texas, after they



Mr. Bruce White proudly shows the blue jay that talks, whistles "Yankee Doodle," and tap dances.

discovered that birds brought big profits. Margaret K. Hines, who twelve years ago bought a bird for her daughter, now owns a thriving pet shop in Washington.

Bruce White, of Frederick, Maryland, who as a child had owned birds, nine years ago sought to buy one for his granddaughter. A pet store clerk, finding him hard to please, sarcastically suggested that he breed his own. White accepted the challenge, won every canary prize offered in Maryland, became president of the Maryland Canary Breeders Association and, as his collection increased, retired from his traveling salesman's job. In his basement he has more than 400 birds, including a parakeet which has learned to unlatch its cage, and trots around letting the others out, too. There is also a bluejay which says, "Hi, Lydia," and tap dances.

Your first bird should be a male for, unlike their counterparts in the human race, the females are quiet. Your bird should live eight to twelve years. It is cheap to feed, and usually is clean. However, *Canary World* tells of Gertie, so dirty and belligerent that other canaries shunned her. It seems that she had developed a fear of water while still a nestling. The cure was to put her alone with a mirror. Immediately she fell in love with the reflected image which did not snub her. Then she accidentally fell into a strategically placed bath and, seeing the mirrored friend bathing too, she decided it was the social thing to do. She readily found a mate on being returned to the big cage, and lived happily ever after.

Canaries are just the starting point for many fanciers. Importers send collectors to South and Central America, Australia, China, India and the Philippines every year to satisfy the increasing demand for more exotic birds. The Louis Ruhe Company has been in this business since 1869. At its three-story wholesale warehouse in New York are Argentine toucans with eight-inch bills, which retail for $150 apiece; but ten dollars will buy a pair of sweet-singing strawberry finches from India, or two multi-colored European goldfinches, or a pair of Java rice birds complete with blue-gray coats, pink bills and white ear muffs.

One of the most interesting talking birds is the Oriental mynah. In 1900 some were released near Vancouver, British Columbia, and the story is told that when a local farmer started to shoot what he thought was a crow the bird shrieked: "Hey, look out where you point that gun." The supposition is that the mynah, as curious as the crow which it resembles, had followed hunters and heard these same angry words from them.

The Washington Zoo once possessed an even more gifted mynah. When visitors inquired why its mate had disappeared, it spoke up solemnly before the keeper had a chance: "The other one died." This bird also was loved by the curators for its efforts to increase their funds. When a visiting legislator appeared, the bird demanded loudly: "How about the appropriations, Senator?" Furthermore, it collected on the spot. Hold up a coin and it would grab and bury it. Keepers always found several dollars when they cleaned its cage.

You can buy an untrained mynah for twenty-five dollars, a trained one for seventy-five dollars to $1,500.

The talkers which have quadrupled in price are

those of the parrot family.

Despite restrictions, the popularity of parrots is undimmed, for they are loyal, long-lived, and entertaining. One which "Colonel Jack" Larson of Seattle bought when it was twenty years old traveled with him in show business for the next forty. When the Colonel came down with asthma it barged into the sickroom and took up sympathetic vigil on the edge of his bed.

Canaries are generally conceded to be the best songsters. They come both in tenors and bassos, and may be tutored in a repertoire which theoretically includes up to ten bars sung at certain pitch and key. Once in a blue moon a bird even learns a tune written by a human being.

Lately, a parakeet—the Australian budgerigar or "budgie" bird—has begun to challenge the canary's popularity. It comes in assorted colors from apple green to mauve. You can get them, untrained, for as little as fourteen dollars a pair. If tutored when young, they learn to whistle melodies, even turn somersaults. A woman with a high-pitched voice can teach them to talk in three months and to acquire a hundred-word vocabulary in a year. There are phonograph records to help, too.

The true bird addict resembles the philatelist who, having found one stamp, must complete his series at all cost. Mrs. Milton Erlanger started with the usual lone canary. When the companions she provided for it overwhelmed her New York house, she added a ninety-foot aviary to a garage on her farm at Elberon, New Jersey, then flanked this outside with flight enclosures planted in shrubs and berry bushes.

Here you find the irridescent green, gold and red Quetzal with thirty-inch tail. It is the national bird of Guatemala and was worshipped by the Mayas and Aztecs. There are clarino thrushes from India, singing accompaniments to bubbuls, which back in Africa are captured when they become drunk from eating fermenting fruits. There is also a drongo from Africa which imitates everything it hears—even barks like a dog.

The more than 200 rare birds gathered by Mrs. Erlanger from throughout the world require exacting care. Some are so little known that no text exists on their care and feeding. Mrs. Erlanger actually has a gardener cultivating such pests as dandelions and thistles in winter hotbeds. Some birds require oranges, bananas, alligator pears, hard-boiled eggs, boiled sweet potatoes, big black cherries, a mash of zwiebach and meal. Mrs. Erlanger also runs a mealworm factory—a large box filled with bran, soft bananas and apples in which beetles from South America produce larvae.

Confined birds are not unhappy. Wild birds soon learn that food and protection offset the pleasures of a freedom beset with enemies. Canaries actually have lived behind bars so many generations that they are incapable of fending for themselves. Rather than frame their own nests they prefer that you give them a tea strainer.

Many of Mrs. Erlanger's rare birds refuse to escape. Pancho, a Mexican troupial in a Hallowe'en suit of black and yellow, insists on riding the shoulder of Dick Belhumeur, the farm superintendent, when he goes outside. Then the bird flies off to hide while Dick pretends to search for him. But just let Dick get out of sight and the bird screams for him and safety.

Recently I drove to Virginia to see William S. Hinman, a retired government worker who started raising birds after his wife died because "they gave me something else to think about." He found that the young birds were as playful as kittens and equally affectionate. One parakeet went around, wings outstretched in angel fashion, begging to be petted.

Mr. Hinman gave all of his trained parakeets to St. Elizabeth's Hospital during the war. And he feels bountifully repaid when he remembers the story of Jim, a twenty-year-old sailor, dazed and mute after two years of hell in the Pacific. For five months the doctors had tried in vain to rouse his stunned mind and silent tongue.

Then a Red Cross worker brought one of Mr. Hinman's parakeets into the ward. The bird hopped on the shoulder of a patient, then onto the head of another. Then it sat on a chair and jabbered at them. The patients roared. Slowly Jim turned, looked at them vacantly.

The parakeet flew to the shoulder of the patient in the next bed. He held it for a few seconds, then an idea came to him. He placed the bird in Jim's limp hand.

The ward was instantly tense and still. Jim jerked his head, stared at the parakeet. His eyes narrowed. Suddenly he closed his big fist on the bird, stuffed it into his pocket.

A groan went through the ward. The doctor, horrified, hurried forward. Then he drew up. The bird was peeking out of the pocket with Jim's hand curled around it.

"He's cold," said Jim, smiling up at the doctor. "I'll keep him warm."

Soon, of his own volition, Jim went to the hobby shop to model the parakeet in clay. Eight weeks from the day he first saw the parakeet he was discharged from the hospital. The bird went with him.

Meet Gramps Mathias of West End

He is a little man with silver hair and a big silver mustache. If he had a beard he would look exactly like Santa Claus—and it would be perfectly proper.

He is William Mathias, seventy-four, caretaker at the West End Recreation Center. He plays Santa Claus, father and counselor to hundreds of Winona, Minnesota, children 365 days in the year. Say the boys and girls of the West side: "Gramps' hair is silver but his heart is gold!"

When we went out to get acquainted, "Gramps" was at the far end of the ice rink where he watches over the safety and comfort of the younger children with fierce blue eyes and the vigilance of a newly appointed lifeguard. A volunteer call to bring him back to the recreation hall sent a score of youngsters racing across the snow to the rink. They brought him back. They hung on his arm and said gleefully, as if they were showing off a proud parent, "Here he is, here is good ole Gramps. Take his picture with us, we want his picture with us."

"Gramps" is a polite, well-poised Scot of the old school of manners. He bows a little and he says, in his rich Scotch brogue, "How are ye?"

"Why do the children make such a fuss about you, Gramps?" we asked. "Weel, now, I'll be tellin' ye," mused the old caretaker, stroking his mustache. "Dinna ye think it's because I like them?" With that he winked as if it were a secret between us.

What does "Gramps" do to make children laugh and say he has a "heart of gold"? Well, he comes to work with candy in his pocket or maybe a story book he has bought with his own meager funds. He bundles the small children up when they go on the ice, mends broken shoe laces, and helps them in their first struggles on the ice, although he doesn't skate. If a child's coat comes open, or a muffler is loose, or a nose shows signs of a cold, "Gramps" wraps, tucks, buttons and wipes.

These are not necessarily the duties of William Mathias, listed in the city recreation records as a maintenance man. They are the self-imposed tasks of a ruddy, rugged fellow whose heart is filled with the love of children and who expresses his feelings by a lovable watchfulness that endears him even to the older girls and boys. He has been with the Winona park system for fifteen years and with the recreation department for the past two years. In the summer he cares for the park and the ball diamond, and in the winter he maintains the ice rink and watches over his hordes of skaters daily.

But, in the odd hours when there is no planned recreation, you can find the old man teaching some of the West Enders how to be canny at a game of checkers or giving them advice on how to get along with their kid brothers or sisters. And although "Gramps" has no official standing in the recreation hall, he is always a welcome figure.

Reprinted from the *Winona Republican-Herald.*

Gray Wolf Ridge from Deer Park, Olympic. Some foresters consider park forests are wasted because they are not harvested, and commercial interests threaten, but park forests pay high dividends in enjoyment and inspiration.

Parks and People

Victor H. Cahalane

AN AUTOMOBILE ONCE broke all speed records dashing up to the doors of a museum in one of the national parks. With screeching of brakes and tires, it stopped. The door opened and a man leaped out. The family huddled within, their faces streaked with fear. "Hey, Mister! Mister! Your bears are loose!" shouted the man.

Most of the approximately 30,000,000 people who visit the national parks in the United States and Canada every year are prepared to find the wild animals "loose"—at large. This is one of the parks' most popular features.

National parks mean many things to many people. Just what, and how much, depends on cultural backgrounds and interests. Thousands of questions are asked every day. When columns of steam rise from the fumaroles of Lassen Volcanic National Park, visitors demand excitedly: "Is it going off *now?*" Others inquire: "Do you have rattlesnakes?" "Where are the wolves?" "What is a virgin forest?" "Are Indians dangerous?" "How did scientists count the 4,000,000 bats in Carlsbad Caverns?" "Will a coyote bite?" "Where can I camp for two weeks without seeing any humans?"

Even an average family in the United States or Canada is sure to find different fields of interest for each member. Father, the mechanical genius, is engrossed in the method by which the geysers go into action, or how a beaver family builds its dams, canals and lodges. He may be impressed by the seemingly limitless forests of lodgepole pine, or balsam fir, or maple, and perhaps he sees in them sawlogs or chair spindles. Mother appreciates most the play of light on the spray of geyser or the mountainous waterfall, the pattern of color in the forest carpet, and the opportunity to relax in the quiet campground while the crowds are engaged in sightseeing.

Depending on their age, the boys play Indians, hunting beasts in the pre-Columbian forest, or

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Mr. Cahalane is Chief Biologist, National Park Service; article reprinted from National Parks Magazine.

catch a black-spotted trout or two from the river. Older boys may go hunting with binoculars or camera, becoming absorbed in a study of the aloof moose or the too-familiar black bear. The daughter of this family may prefer the evening campfire programs with a combination of natural history education and social opportunities. All family members join forces in enjoying the museums and the most spectacular scenic offerings.

This family probably perceives only the most superficial meanings of the institution of national parks, and the relationship of the parks to everyday life of the people of our two countries.

The greatest aggregation of wildlife ever seen was found by the early settlers of temperate North America. Wasteful exploitation wiped out hundreds of thousands of bison, antelope, elk, deer and many other species. Some of the travelers who beheld the vast herds had wished that the spectacle might be preserved for posterity. About 1834, the historian, George Catlin, proposed that a public park be set aside, in which the wildlife and even the Indian might continue in the wild state. Although the proposal was later buried in Catlin's monumental description of the "North American Indians," it is possible that the seed was not planted too deep to germinate in another time and place. More than thirty years later, on September 23, 1870, a Montana lawyer named Cornelius Hedges suggested that the Yellowstone region be reserved as a national park. By the Act of Congress of March 1, 1872, an area of over 3,000 square miles of this fabulous country was "dedicated and set apart as a public park or pleasuring ground for the benefit and enjoyment of people."

The first national park, and the act establishing it, set a pattern that has been repeated many times throughout the world. A special and distinct form of land use has evolved by which the ground and everything that depends on it must, by law, be protected from despoliation. Yellowstone Park was followed, in the United States, by twenty-seven additional parks and more than one hundred scenic and scientific national monuments. The people of Canada liked the idea, and have set aside twenty-five areas. Also, the national park idea has spread far beyond this continent.

Canada and the United States are new countries. A greater proportion of Canada's lands has been free from exploitation. But, even in the United States, it is difficult to realize the impact that a dense human population can have on the land. Although our statisticians may be correct in saying that our population will not expand manyfold, other factors may effect far-reaching changes. It is entirely possible that, unless we are able to assure the peaceful settlement of international problems, a dispersal of people will take place away from the present major concentrations.

We see the problem affecting us more and more

For 100 Years

THE DEPARTMENT of the Interior launched a year-long celebration of its 100th birthday on March 3 by holding "open house" at Interior projects and installations throughout the United States.

In summarizing 100 years of achievement, Secretary J. A. Krug pointed out that the Interior's National Park Service has acquired and developed twenty-eight national parks, with 11,347,269 acres, which are being preserved for their beauty, public interest and recreation facilities; has acquired and is operating, for public benefit, 146 national monuments, historic sites and recreation areas; has increased the number of visitors to National Park Service areas from 120,000 in 1904 to over 30,000,000 last year.

The Fish and Wildlife Service of the Department has acquired and developed 282 wildlife refuges of 18,000,000 acres for the protection of wildlife and birds which were in danger of extinction. The number of licensed duck hunters has increased rapidly in recent years—it was 1,722,677 last year. Yet, with the refuge system, the duck population decline has been stemmed and is now held at an estimated 54,000,000. Also, this service has built and operates twenty-five field laboratories and ninety-seven fish hatcheries; has administered the $100,000,000 Alaskan salmon industry research, so that future salmon runs would not be damaged; has so managed the fur seal herd on Pribilof Islands, from 1910 to date, as to increase it from 132,000 animals to more than 3,380,000.

Secretary Krug announced that every opportunity will be taken throughout the year to increase public understanding of the nation's resources problem and the Interior Department's programs for conserving and developing them. "The Department will celebrate its centennial," he said, "by dedicating its facilities to vigorous attainment of the resource goals necessary to keep this a land of freedom, prosperity and expanding opportunity."

Lassen Peak in Lassen Volcanic National Park. If left to the interests of mining companies, this volcano would become a mine for insulating material.

as our own hinterland is being developed at a rapid rate. The automobile has brought far-reaching changes in our road systems. Under the duress of war, the Alaska Highway was driven through the wildest region in North America—a region where road construction had been considered all but impossible. This road has brought important changes to Alaska and northwestern Canada, and the end has not been reached. Even now, by use of the airplane, great numbers of people can reach the very heart of wilderness areas with the expenditure of a little money, a few hours of time, and practically no effort. To provide for the kind of recreation that these people want, promoters are rushing to set up resorts that are as destructive of the wilderness as farms or towns. Most of the states, and probably the Canadian provinces, are not equipped to protect these wilderness areas or to regulate their use in the face of this new menace.

Another disquieting development in the United States, from the point of view of wilderness and nature preservation, is the program for development of river basins. The plans of the U. S. Army Engineers encompass works which, if only a part of them are built, will alter the aspect of all of the major river systems of the country and many of the minor ones. These changes will have the greatest effect on our fishery and other aquatic resources, on migratory waterfowl, and on the use of the lands affected. They will alter not only the aspect of the country, but the distribution and habits of the human population.

Are the preservationists alarmists? In spite of their many agencies and their organized efforts throughout the world, the rate of extinction of wildlife species is accelerating. During the past 2,000 years, about 106 species and subspecies of mammals have become extinct in the world. Only thirty-three of these perished during the first 1,800 years; two were lost between 1801 and 1850; thirty-one vanished between 1850 and 1900. From 1901 to 1945, forty were wiped out. Several more are now threatened with extinction.

To save a part of the original animals, we must save their habitat. This is the objective of the national parks. They are the only areas in the world where disturbance of all of nature's interrelationships is prevented by law. As far as is humanly possible, the original fauna, flora, and soil are kept intact. Unfortunately, even these comparatively small areas are threatened by constant pressure of commercial interests. "This is sheer waste!" cry the men who know no values that cannot be measured in dollars and cents.

A rancher friend of mine once summed up the attitude of many stockmen: "All that grazing going to waste in the national parks. Why feed grass to critters that you can't skin or eat?" Some gunners want parks opened to hunting. Get-rich-quick promoters frequently urge that Yellowstone Lake be turned into the valleys of Idaho to raise sugar beets. Again we hear the cry: "Millions of dollars going to waste!"

Mining companies seek minerals or sulphur from hot springs, or even cinder insulating material from the volcanic cones in Lassen Volcanic National Park. Others are trying periodically to get permission to build roads and set up equipment in the parks. Right now the search for oil and gas is getting underway in Jackson Hole, Wyoming. The roads and test wells for this purpose will be built across the elk migration routes and on some of their winter and spring range. If the test wells strike oil in quantity, the consequences may be catastrophic. The herd may be wiped out, and even the lodgepole pine forests of Jackson Hole National Monument may become forests of oil derricks.

It's a difficult choice sometimes, and sometimes there is no choice. It is a question of more oil wells or the last great herd of elk; stockyards or alpine meadows; lumber yards or magnificent forests; mining towns or wilderness; sugar beets or clean, shining lakes with primeval shores. Many of the vast and unique values of the national parks cannot be measured in dollars and cents. They are

beyond price.

National parks are essential to the economic life of many communities. For example, a study was made recently of the economic value of Yellowstone Park to the surrounding counties and states. Here are a few conclusions: Public utilities in this park are valued at more than $24,000,000. This plant employs about 4,200 persons annually, the majority of them for periods of three to five months. They earn between $1,250,000 and $1,500,000 each year. At least a quarter of these wage-earners are residents of the three states in which the park is located. In 1941, last year of normal tourist travel before the war, almost 600,000 people visited this park. They spent here, in one year, nearly $3,000,000. The State of Wyoming has estimated that they spent more than $6,500,000 in the state outside the park, and tourists who came to the park through Montana were estimated to have left almost $3,000,000 there.

Yellowstone is a famous park, where visitors may spend more per capita than in some other areas where they do not stay as long. Several other parks, however, attract more people. These areas have become a multimillion dollar industry. It is an expanding industry. Last year, more than 930,000 people visited Yellowstone—a sixty percent increase over the biggest pre-war year. The number of park visitors will increase. Year after year it will grow as our children and their children's children return.

A commercial forester once said to me: "We harvest our crops. The national parks let theirs rot." This is not true. Every day, every month, every year, they are harvesting enormous, incalculable crops of enjoyment, recreation, inspiration, scientific research. They are wresting from the grasp of a greedy, exploiting civilization some of the last primitive areas of natural beauty—a priceless and irreplaceable heritage.

Problems of Parks*

Newton B. Drury, Director of the National Park Service, recently declared in his annual report that the past year had brought increasing pressure to break down park service policies and standards. "Economic need in some cases, and sheer promotion in others," he said, "have led to greater and greater demands for the cutting of forests, the grazing of meadows, the damming of streams and lakes, and other destructive uses of the national parks.

"Although no action was taken by the Eightieth Congress on proposals to abolish Jackson Hole (Wyoming) National Monument or to shrink the boundaries of Olympic National Park (Washington), legislation on both seems certain to be introduced by the Eighty-first Congress. Related in character to these threats are several proposals to invade park areas with water impoundments, either by the Bureau of Reclamation or the Corps of Engineers.

"No less serious are alien developments being imposed on such areas as Gettysburg National Military Park, Pennsylvania, and Colonial National Historical Park, Virginia, because of the fact that lands of historical importance inside these are still in private ownership and open to exploitation.

"In connection with many flood control proposals, the service shares with numerous conservation organizations serious doubts as to the permanent efficacy of such dam construction and feels that more attention needs to be directed to remedying primary causes of floods, the destructive denudation of forested watersheds, unsound agricultural practices, conditions at headwaters of streams."

Mr. Drury objected, in particular, to the following projects:

1. The Bureau of Reclamation's Bridge Canyon Dam on the Colorado River above Lake Mead in Arizona and Nevada. He said that it would greatly reduce the inner canyon of Grand Canyon National Monument, the monument's outstanding feature, and would flood eighteen miles of the Grand Canyon on the border of Grand Canyon National Park.

2. A "still more dangerous proposal," construction of a fifty-four-mile tunnel to divert much of the Colorado River's water under the Kaibab Plateau to a power plant near the mouth of Kanab Creek, just above the headwaters of the proposed Bridge Canyon Dam. This, it is stated, would reduce the river's flow through the park to a small fraction of normal volume.

3. The Army Engineers' proposed Glacier View Dam on the north fork of Montana's Flathead River, which would flood more than 19,000 acres of wilderness in Glacier National Park.

4. The Army's proposed Green River Dam at Mining City, Kentucky, which would flood a part of Mammoth Cave.

*Reprinted from the *New York Times*, March 28, 1949.

PATTERNS FOR PROGRAM

San Francisco

National Joseph Lee Day

Gertrude S. Freese

THE 1948 JOSEPH LEE Week Observance in San Francisco, sponsored by the recreation department (July 25-31), gave tribute to the "Father of American Recreation" and testimony to the growing community understanding of the principles of recreation.

Mayor Elmer E. Robinson proclaimed the week, and named an Honorary Citizens Committee to serve with the recreation department in furthering the program. Through the office of Miss Josephine D. Randall, superintendent of the department, arrangements were made for conduct of the city's program. The message was spread through the community by cooperation of:

CHURCHES OF SAN FRANCISCO—in church publications and public addresses. The program, "Recreation in the Good Life," was nationally broadcast over the radio on July 31, with local ministers as speakers.

SECOND DISTRICT PARENT-TEACHERS ASSOCIATION—devoted time to study of the philosophy of Joseph Lee, as set forth in his book, "Play in Education."

GROUP WORK AND RECREATION COUNCIL OF THE COMMUNITY CHEST—made suggestions to delegates from thirty member agencies for carrying out plans.

CENTRAL COUNCIL OF IMPROVEMENT CLUBS—gave notice to unit member clubs.

SAN FRANCISCO CHAMBER OF COMMERCE—printed announcements in its paper, "Bay Region Business."

SAN FRANCISCO COUNCIL AF OF L—published the biography of Joseph Lee. Its council of delegates, addressed by the supervising director of the recreation department, carried the word to each union.

SAN FRANCISCO CIO—clarified the meaning of the observance to its members. A radio program, "Recreation in the Life of Industry," presented a variety of speakers.

SAN FRANCISCO LIBRARY DEPARTMENT—displayed the Mayor's Proclamation, a statement from the superintendent of recreation inviting community participation, and a picture of Joseph Lee in the main library and twenty-three branches.

RETAIL DRY GOODS ASSOCIATION OF SAN FRANCISCO—featured in the window display of its thirteen member stores, the Mayor's proclamation, Miss Randall's statement, and Mr. Lee's picture.

NEWSPAPERS AND SPECIAL PUBLICATIONS—gave generous space to editorials and news articles.

RADIO STATIONS — as mentioned, granted programs and spot announcements throughout the entire period.

Mrs. Henry Dippel, recreation commissioner, as president of the SAN FRANCISCO FEDERATION OF WOMEN'S CLUBS and state chairman of the NATIVE DAUGHTERS OF THE GOLDEN WEST, extended plans of participation to these organizations.

Some Program Highlights

Open house in all units on July 30 coordinated neighborhood interest and welcomed visitors to special programs of recreation activities.

Central Play Day on July 29, at North Beach Playground, attracted 1,700 junior boys and girls. Games, hikes, a bay cruise and swimming were enjoyed.

Orchestral Concert on July 25, at Sigmund Stern Grove, by members of San Francisco Symphony Orchestra, was dedicated to the memory of Joseph Lee.

Golden Gate Story League Play Picnic on July 26 honored Mr. Lee in storytelling program.

Swimming pool celebrations included an aquacade, water ballet, demonstrations of swimming, diving and life-saving techniques, dashes and novelty races.

Silver Tree Day Camp conducted a special ceremony at flag raising each morning, a special games and campfire program.

Radio programs were broadcast by department officials, covering music, drama, dance, women's and girls' activities, swimming, and the like. The regular Saturday storytelling broadcast was devoted to a short biography of Joseph Lee and the telling of his story, "The Sunshine Fairy."

Miss Freese was the director of the 1948 *Joseph Lee Week observance in San Francisco.*

HONOR OF JOSEPH LEE

Baltimore

July 28, 1949

Edyth G. Onion

THE BALTIMORE BUREAU of Recreation has always observed Joseph Lee Day, honoring the memory of a great leader. However, last summer, Mayor Thomas D'Alesandro proclaimed the week of July 25th as Joseph Lee Week. Therefore, many additional features were planned—among them, a Joseph Lee Concert.

A chorus of one hundred and sixty boys and girls, between the ages of eight and twelve, rehearsed in seventeen community centers and playgrounds under two specially trained leaders. Each rehearsal became of utmost importance since there was only a scant six weeks for preparation and no group had more than two weekly rehearsals. Several groups rehearsed—without a piano or other instrument—on the open playground.

It was decided that each group would sing a song or two by themselves; that "Brahms' Lullaby," "When Johnny Comes Marching Home" and "Lovely Evening," would be sung by the entire chorus; and that "Baltimore, Our Baltimore" (first stanza), "Maryland, My Maryland" (first stanza), and "America the Beautiful" (first and last stanzas), would be the selections for the audience and children, accompanied by one of our recreation orchestras.

Since Baltimore weather was so fickle last season, we abandoned our original idea of an out-of-doors setting in Patterson Park. Instead, we chose the Pavilion, a few hundred feet away, where the stage would hold the city-wide Joseph Lee Chorus, provided that bleachers and risers were put to maximum use. The few interstices were filled with palms and orchid-colored phlox. Risers were placed in "the pit," which enabled us to seat one of our symphonic orchestras to advantage.

Our first Joseph Lee Concert was a high spot, not only in the week's celebration, but in the summer's program. The boys and girls experienced hitherto unknown joy—the joy that comes from creating and hearing good music; the joy of doing something worthwhile with other "very young people" whom you had never seen before; the joy that comes from seeing parents, friends and strangers in the audience, intent on every word and tone, and of hearing that audience join with you in community singing; the joy of seeing and of hearing (for the first time for the majority) a symphonic orchestra playing classics and semi-classics not too hard to understand, and of being able to look at them while they play the violins, trombone, French horn or tympani.

The evening of Thursday, July 29th, will long be remembered—the picnic on the spacious lawns in the late afternoon; the fun of being assigned a special place on the bleachers or risers; the novelty of that one and only massed rehearsal; then a brief intermission and returning to those allotted seats; and, finally, our Joseph Lee Concert. In the early part of the program a thirteen-year-old boy from the "home" playground spoke briefly on the life and accomplishments of Joseph Lee.

The highlight of the program was caught by the press and reviewed in the next morning's paper:

"Audience appreciation was especially keen in the rendition of 'The Animal Fair' by Group A of the chorus, which managed to give a booming accent to the refrain. The rhythmic swinging movements of the singers of the folk song 'Rosie Nell' may have lacked the precision of the Rockettes, but the spirit was there, even when one half of the performers seemed not to know what the other half were doing."

Enthusiasm ran so high among the children and parents that plans for our Second Annual Joseph Lee Concert were started this past winter.

Mrs. Onion is Supervisor of Music and Dramatics, Bureau of Recreation in Baltimore.

"Music is dancing freed from the limitations of anatomy. It is the reminiscence of motion in poetry, and partly even in architecture, that carries its appeal. All that touches us . . . is motion or some translation of it. . . . Art, in whatever body it appears, has always a dancing fairy at its heart."

—*Joseph Lee in Play in Education.*

PARK AND RECREATION WEEK ~ MAY 21-30, 1949

MANY NATIONAL organizations, including the National Recreation Association, the American Recreation Society, the National Conference on State Parks, the National Park Service and other private and public agencies, are cooperating with this observance, which was originally conceived by the American Institute of Park Executives. These organizations will be supplying suggestions and materials for use in Park and Recreation Week. However, local initiative must follow through on the community level. It is with the intent of contributing to such follow-up that the following ideas are presented. (See also February 1949 issue of RECREATION.)

Within the Community

The recreation agencies of the community could most effectively prepare for observance by appointing a special committee. The membership of such a committee need not be limited to public agencies; private and commercial agencies and interested laymen or volunteers should be invited to participate. The committee could organize to hold a community-wide meeting or exposition to present a review of the community's recreation resources. This would provide an opportunity to explore little known resources, or to study and review needs or plans for future growth of recreation leadership and facilities.

Efforts should be made to capitalize on events scheduled for this week. A Blossom Festival, an athletic field day, a folk dance festival or any other such event may be dedicated to Park and Recreation Week. During this week, also, attractive publications on recreation should be released. Such releases could include announcements of the coming summer program, the opening of the camp season, and other future events. Training meetings could also be held during this week to impress staff and volunteers.

Hobby groups may aid in presenting exhibits in local community centers, in store windows, libraries, or other places. Hobby supply stores may become interested in highlighting Park and Recreation Week with either window displays, show cards, or special demonstrations.

Within the Center

Certainly the local recreation center will coordinate its efforts with the community-wide program. However, over and beyond such participation, there are many things the staff could do to help make this week outstanding. Some events which could be held in a local center and dedicated to the week might be:

Play days (See NRA Bulletins—July 1947).
Marble tournaments.
Motion pictures of recreation activities, national parks, travelogues, and the like.
Hikes, outings and tours to parks or recreation areas.
Father and Son, Mother and Daughter Nights.
Award or Recognition Nights.
Hop scotch, roller skating, stilt walking contests.
Open House Night.
Folk and social dances.
Arts and crafts exhibits.

In addition to these program suggestions, the local recreation director has many opportunities for highlighting the observance through such media as the bulletin board, newspaper releases, reports and other written materials. Here are some suggestions:

1. Imprint your literature from now until May 20 with a comment on Park and Recreation Week.
2. Put forth a special effort to use photographs, newspaper clippings and other interesting material on recreation.
3. Permit the clubs in your agency to use the bulletin board for a week at a time to set up an exhibit on their particular interest. Make capital of these displays to attract new interest and new members.
4. Have a poster contest and a slogan contest in connection with the bulletin board campaign. Your schools and other community recreation agencies could combine their efforts in such a project. Makes a good subject for newspaper copy, too!
5. Ask your librarian to loan you a book display for Park and Recreation Week. Books selected might be on athletics, hunting, fishing and outings; arts and crafts or other hobbies.
6. Present a display of interesting charts and statistics on recreation in your community. The display might include a map of your community and its recreation resources, photographs of recreation activities, graphs showing attendance, and so forth.

The director of the local center may also arrange to address the Rotary, PTA, or other service clubs during the week. If he has a staff member capable of making an interesting talk on a craft, art or musical activity, such a person should be engaged to speak or give a working demonstration. Even a good song leader can serve as a "demonstrator" of community center activities.

Time is running very short—and your planning must be fast if you have not already started to think of this observance.

HIKING— As A Sport

Roland C. Geist

Hiking party on the Sauk River, Mt. Baker National Forest. Wilderness walking trip makes ideal vacation.

HIKING IS ONE of man's oldest pastimes. For centuries it was the only method of travel. Today it is still a major sport for several million Americans who enjoy vacation tramps or mountaineering outings.

Many groups have been formed to promote this recreation activity. The Municipal Recreation Department of Milwaukee, Wisconsin, has organized and operated the famous "Muni-Hikers-Bikers Club" with great success. The late J. Otis Swift of the *New York World-Telegram* built up a world-wide, 500,000 member nature hiking group known as the Yosian Brotherhood of Nature Philosophers. Unfortunately, it is not generally considered a major sport in our schools and colleges —few such institutions having hiking clubs—although it is fostered by some, such as the College of the City of New York, Dartmouth College, State University of Iowa, Harvard University, New York University and Wagner College.

Army statistics show that there are a great number of physically unfit youths in America. It appears, therefore, that sports training of the masses has been somewhat neglected in favor of a few highly trained competing athletes. The United States does win Olympic Games—but too often the average citizen is in difficulty when he has to walk a few miles because of a bus or trolley car strike. Jim Hocking, ninety-four years young, America's leading pedestrian, says to the youth of the world: "Get out into the open spaces and walk, walk, walk." He still hikes some forty-five miles from his home in Teaneck, New Jersey, to Bear Mountain each birthday.

For many years the College of the City of New York conducted an annual Finley Hike in honor of the late President John H. Finley, in which several thousand students participated. A bronze medal was awarded to all completing the ten mile walk in two hours.

Hiking is an ideal sport for recreation departments, clubs, schools and colleges because:

1. It is an outdoor sport, except for a few speed walking events on indoor tracks.
2. It requires no expensive clothing, equipment, stadia, tracks, or the like.
3. It is enjoyed by both sexes, people of all ages, during all seasons. Dr. Finley used to enjoy hiking during the night, and even in stormy weather.
4. There are no difficult techniques to be learned—only rhythm is required.
5. It may be enjoyed strenuously or moderately.
6. It may be enjoyed individually or in groups or teams.
7. It is a safe pastime if enjoyed on trails, away from congested motor highways.
8. Each hiking trip is an adventure in itself. Points of natural and historic interest may be enjoyed.
9. It has branches to suit all tastes. For the speedy youth there is the "heel and toe" walking race; for the nature friend there is the long trail through the woods; and for the daring there are the thrills of mountaineering with the goal of a first ascent.
10. A walking race is thrilling to observe. Each year thousands turn out to watch the Annual City Hall to Coney Island Walk sponsored by the Walkers Club of America in New York City.

Outside of the schools and colleges there are public and private hiking and mountaineering clubs. Some groups, such as the Yosians, are open to everyone regardless of ability, education or creed.

In schools and colleges, one or more enthusiastic student or faculty member may organize hik-

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Mr. Geist, an author, is the faculty advisor of the Julia Richman High School Hiking Club, and member of several hiking clubs.

ing and climbing clubs. At the State University of Iowa, Professor Arthur Wendler and student president Sylvanus J. Ebert organized the active Iowa Mountaineers. Professor Stull of the Geography Department at Columbia University was instrumental in forming the hiking and climbing section of the Metropolitan Council of Geography Teachers. The Dartmouth Outing Club and the Harvard Mountaineering Club have both sponsored mountaineering expeditions of note.

After the group has been organized, many activities may be planned. Public high school hiking clubs usually confine themselves to less expensive one-day local walks and climbs. The New York High School of Commerce Outing Club enjoyed a week-end climbing trip to Lake Placid when the New York Central Lines offered a seven-dollar round trip on a special train. Newton High School Hikers have enjoyed one-day boat trips up the Hudson River via the Day Line, with excursion fares priced from one to two dollars. The Richman High School Hiking Club is planning one-day trips to nearby park areas—all accessible for a twenty-cent fare.

New York City school clubs also conduct hikes to historical spots such as the Sunnyside Restoration at Irvington; Phillipse Castle at Tarrytown; Billop Mansion at Tottenville, Staten Island; Brown House in Flushing; Washington's headquarters at Morristown, New Jersey; La Guardia Airport, and others. For nature students, there are seashore walks, a bird sanctuary on Staten Island; and for observing deer and animal life the Bear Mountain area is an open zoological laboratory. The Hudson Highlands, the Catskills and the Adirondacks provide the places for the novice mountaineers.

College hiking and climbing clubs, having an older membership and often more funds, provide tours of the United States, Mexico and Canada. In 1948 the Iowa Mountaineers conducted a summer outing to the Wind River Range in Wyoming. They are now planning trips to Mexico and Mount McKinley in Alaska. Members of the Dartmouth Outing Club from Hanover, New Hampshire, have spent summers scrambling among the Alps of America in Grand Teton National Park. The College Outing Club of New York, composed of students from New York University and Columbia University, has purchased an auto trailer and members plan to enjoy an outing to Mexico, visiting Mexico City, Acapulco and Guadalajara, this summer. Summer college outings can be conducted in the most economical manner, utilizing group railroad tickets, station wagons, buses or trucks. In rugged country, pack animals carry the food, portable stoves and provisions.

European tours have always been popular, especially with members of the American Youth Hostels. Each summer the AYH, of Northfield, Massachusetts, plans student tours at low rates. Groups of ten travel afoot and by bicycle under the direction of a college graduate. Trips last from six to ten weeks and include all expenses. Some interesting 1949 summer trips are:

AMERICAS — Rolling Youth Hostel (special train), $315; Alaska, $325; Mexico, $205; Central America, $400.

EUROPE — British Isles, $565; Scandinavia, $620; Western Europe, $590; Mediterranean, $650.

ASIA—Far East, Japan, $1,365.

For graduate students, the New School in New York is offering European hiking tours for $900 a round trip, going and returning by plane. The International Walkers Association of America offers students a two-week hiking vacation to scenic spots in the Eastern United States at a low rate of $20 to $35 a week.

A wonderful wilderness vacation walking trip may be enjoyed on either of America's two great hiking trail systems. Each summer, for instance, fifteen students enjoy a seven-day High Sierra trail trip led by a ranger naturalist from the Yosemite National Park in California. Overnight stops are made at tent camps where meals are served. Thus, the hiker is not burdened with a heavy tent, sleeping bag and provisions. (However, a veteran cross country hiker does not seem to mind carrying a fifty or sixty pound pack.) This Sierra Trail is part of the 2,245 mile Pacific Crest Trailway conceived by Clinton C. Clarke of Pasadena, California. In the Eastern United States, the 2,046 mile Appalachian Trail invites the trail hiker. Starting at Mount Katahdin in Maine, it crosses the Hudson River at Bear Mountain, and ends at Mount Oglethorpe in Georgia. For the novice mountaineer, 5,267 foot Mount Katahdin offers a first challenge, and each summer thousands of campers make this ascent.

Further information on hiking and mountaineering can be gained from the following books: *Rock Climbing and Mountaineering* by C. Bruning; *The Pacific Crest Trailway,* Clinton C. Clarke; *The Tetons,* F. Fryxell; *Hiking, Camping and Mountaineering,* Roland C. Geist; *A Manual of Walking,* Elon Jessup; *The Hikers Handbook,* Douglas Leechman; *Mountain Series,* edited by Roderick Peattie; *New York Walkbook,* Torrey, Place and Dickinson.

James Edward Rogers Retires

It is impossible to put on paper adequately the history of James Edward Rogers and his contribution to the national recreation movement. A mere recital of his responsibilities during his more than forty years of service would be only a skeleton outline. The flesh and blood of his service are in his rare enthusiasm for recreation, his untiring energy, and his unique flavor of interpretation. One cannot think of Jimmy Rogers in terms of statistics and biographical data.

He brought to his national service a broad background of experience in recreation and social work as a staff member in, and director of, local boys clubs and settlements in California during the first fifteen years of the century. His early experience in the field of education also proved to be a valuable asset. From 1911 to 1915 he served part-time as a field representative of the National Recreation Association in California, working with Lebert Weir in the early pioneer work of the Association, helping local communities to secure the establishment of year-round recreation programs.

Mr. Rogers' service in California for the Association revealed to him the challenge and opportunity for nation-wide service in the recreation movement in the years ahead. He came with the Association as a full-time district representative in 1915, serving cities in the middlewestern states.

During World War I he served with War Camp Community Service of the NRA, first helping localities to adjust and expand their resources to meet the off-duty recreation needs of the men in the armed forces, and later in training, through fifty-four institutes, the workers of the War Camp Community Service staff. His unusual success in this training program made it inevitable that he should be chosen to conduct twenty-five six-week postwar training courses to prepare workers to fill the postwar demand for local recreation leadership.

One of the outstanding landmarks in Mr. Rogers' career is his service, from 1926 to 1939, as director of the National Physical Education Service of the Association, during which time he helped many states to secure legislation, budgets and trained personnel for the direction of state-wide physical education programs in the public schools. He was instrumental in organizing the Society of State Directors of Health and Physical Education, and state physical education leaders today all testify to his outstanding contribution to the state physical education program.

When the Selective Service Act was passed in 1940, it was natural that Mr. Rogers should be one of the staff of the NRA to be assigned immediately to help local communities first hit by the impact of defense programs to mobilize their resources to meet the recreation needs of the armed forces and the defense production workers, and later to serve with the recreation division of the Federal Security Agency in the same capacity.

Following the war, Mr. Rogers did double duty as district field representative for the New York and Florida areas and in providing on-the-job training for new members of the NRA district representative staff. At the time of his retirement, he is completing his active field work with the Association as its representative in developing interest in the promotion of adequate recreation services by state agencies and in helping state

agencies to increase the amount and effectiveness of their recreation programs. He has been working with thirteen states in the New England and the North Central regions.

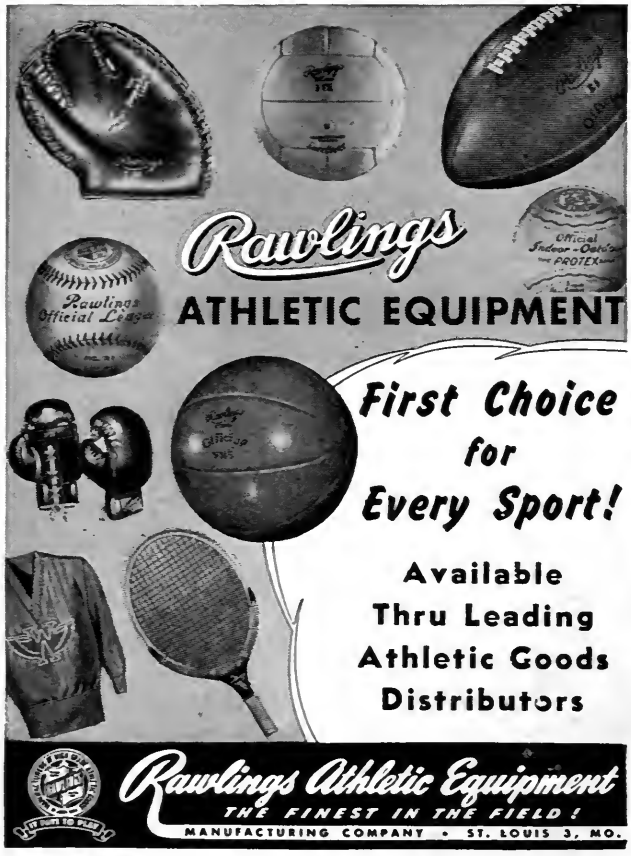
Busy as he has been through the years in his primary work with the Association, he has found time to conduct summer courses in recreation in eight colleges and universities. For ten years he served as secretary of the Commission on the Enrichment of Adult Life of the National Education Association, and for twelve years as president and secretary of the Department of Health and Physical Education of the NEA.

Among other responsibilities, he was field secretary, American Association for Health, Physical Education and Recreation; secretary, Society of State Directors of Health and Physical Education; member of editorial board, SCHOLASTIC COACH; member-at-large, U. S. Volley Ball Association. He is the author of "The Child at Play" and numerous articles on recreation subjects.

No history of Mr. Rogers would be complete without mention of his invaluable work in interpreting recreation to the American people through his hundreds of stimulating addresses to national, regional and state public gatherings of all kinds. He has been recognized for his outstanding service by the American Association for Health, Physical Education and Recreation, the Society of State Directors of Physical Education, Phi Epsilon Kappa, Delta Psi Kappa and the American Recreation Society.

He has served his country well through his contribution to recreation, education, physical education, health education and social work. As he retires to enjoy the "recreational use of leisure," for which he has so long crusaded, he takes with him the heartfelt good wishes of the host of friends he has made since the turn of the century. However, Jimmy Rogers is so much a part of the "mosaic" of the recreation movement, and the recreation movement is so much a part of him, that we know he will not, cannot but keep his hand in during his many years ahead.

A thirty-acre point of land, granted to the Town of Barnstable, Massachusetts, by Herbert T. Kalmus, with the stipulation that it improve the property, is being developed as a beach and recreation area under the supervision of the Playground and Recreation Commission. Following plans drawn up by the National Recreation Association, the work of clearing the property has already begun.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World at Play

First Step—A children's summer playground program is considered of prime necessity by Iowa recreation administrators. New programs—which sometimes can't offer year-round activities for persons of all ages—begin with this feature. Then, as more funds and facilities are made available, the program is extended to include indoor and outdoor athletic activities, swimming pools and community center recreation for all ages. Plans for family recreation are very popular, and a selection of sports and games, arts and crafts, music, dancing, and social recreation are considered important for the well-balanced program.

Program with Objectives—The Educational Committee of the Crispus Attucks Association in York, Pennsylvania, is keenly interested in the encouragement of youths and adults in undertakings of an educational nature and in bringing to the general public greater awareness of the contributions of the Negro race to society. These objectives are pursued through the sponsorship of literary clubs, vocational and educational guidance, classes in adult education and the presentation of distinguished lecturers and recitalists. The personnel of the committee is made up of citizens of the commmunity who volunteer their services in the interest of the Association.

Welcome to the Group—With the February publication of its Bulletin Service, the Recreation Bureau of Easton, Pennsylvania, became a member of the Fourth Estate. "Play Times" will be a chatty and informative newssheet, with suggestions and contributions welcomed from the readers. The first issue contained news of various community center activities and coming events, as well as facts and figures on the total recreation program.

For the Toddlers—San Francisco's Department of Recreation doesn't overlook its small fry, either. For children twelve years old and under, its playground program offers a wide range of interest. Facilities include the ubiquitous sand boxes, which are kept carefully screened of all foreign matter. These are put to good use by small youngsters whose mothers are usually seated on benches close by.

As the child grows older, he finds the swings, slides, teeter boards and traveling apparatus great attractions. At this stage of his development, he begins to take an interest in group activities, from which he learns good sportsmanship and how to get along with others.

Small children also take readily to finger painting, clay modelling, paper work, and other simple crafts, such as the making of pyro-chord chains and bracelets. Later they become adept at making more finished articles. Folk dancing, singing, making puppets and presenting puppet plays, storytelling and story plays, and singing games form a large part of the playground program for juniors, too. In addition, such various special events are offered during the year as play day relays, doll shows, kite contests, Joseph Lee Week, and so on.

Letters to the Folks—The story of a land filled with strange culture, customs, mystery and intrigue is reaching into the homes of thousands of Americans with renewed enthusiasm. And this time it's being accomplished via weekly letters from convalescent G.I.'s in Army and Navy hospitals in Japan. The letters, in the form of mimeographed sheets illustrated with water color scenes of Japanese feudal castles, pagodas, omokoshis (portable shrines that the young men carry through the streets during the fall festival season),

contain detailed information on but one phase of Japanese culture, customs, industry and the like. They are prepared by either American Red Cross volunteer workers or professional staff members attached to military hospitals and, as a part of the ARC recreation program, are distributed to each patient once a week.

"It's sort of a two-birds-with-one-stone-affair," reports an ARC hospital recreation worker in Southern Japan. "The parents not only learn something of their son's whereabouts but, in addition, they are assured of a letter from 'Dick,' for he seldom fails to write his own note on the reverse side of the prepared copy." The boys are also making a collection of these letters for their "Life in Japan" scrapbooks, or their little sisters each want a letter to take to school.

India's Blue-Print—In an effort "to make education truly national so that it will develop the personality and culture of the people," the Government of India has launched a program of social education. Because of financial and other difficulties which made the execution of such a plan on an all-India basis extremely difficult, it was decided to start it in Delhi as an experimental measure.

Under the scheme, every village school will be the center of instruction as well as of sport and recreation for the entire village. Separate time will be allotted for children, adolescents and grown-ups, and on certain days in the week, the school will be reserved exclusively for girls and women. Motor vans fitted with film projectors and loud speakers will be sent to village schools at least once a week. Films will be shown to give lessons in citizenship, social responsibility, personal health, public hygiene and physical drill. The schools will be provided with radio sets and arrangements made for broadcasting special programs to all age groups. Popular dramas will be organized and the singing of national and community songs will be encouraged. Instruction in handcrafts suited to the locality, lectures on social hygiene and cottage industries, group games, competitions between schools from different villages, exhibitions, fairs and excursions will also form part of the program.

School Spirit—Pick and shovel have been supplementing textbook and pencil for teen-age pupils of Cranford, New Jersey. Students have been working on topsoil supplied by local townspeople in a community-sponsored effort to build a recreation field for Cranford High School. Boys and girls in mathematics classes did the preliminary surveys on the block-long lawn behind the school, set aside as the play area. Industrial art students are benefiting from some practical training in hoeing and grading the land.

Activities really started last fall when a faculty report urged the establishment of nearby play facilities because the school's athletic field is half a mile from the building. Everyone thought the suggestion a good one; students volunteered to do most of the manual labor; the Board of Education donated picks and shovels; local residents agreed to supply topsoil, trucks, engineering assistance—and the project was underway. Plans call for facilities for tennis, shuffleboard, track, softball, and field and ice hockey. The area will be set off with flower gardens and shrubbery.

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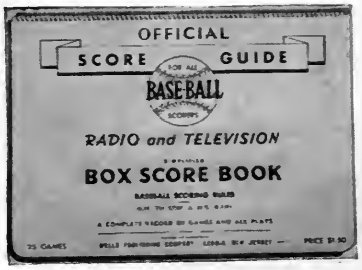

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NATIONAL MUSIC WEEK
May 1-8, 1949

IN A LETTER to Thomas E. Rivers, Secretary of the National and Inter-American Music Week Committee, President Harry S. Truman has endorsed this year's observance with the following words:

"For the individual, music brings refreshment of spirit; for groups it is another expression of the values in a democracy of sharing experiences.

"I hope that the celebration of National Music Week, May 1-8, will provide opportunity for such experiences for many persons throughout the length and breadth of the land. Let us know our own music, enjoy it, and add to our heritage. Let us know, too, the music of other nations, so that the sharing of our cultural resources will lead naturally to a greater measure of understanding and of world cooperation."

"THE PECKHAM EXPERIMENT"

A shift from social loneliness

TWENTY YEARS AGO, in England, two biologists —Dr. Scott Williamson and Dr. Innes Pearse —became interested in making a study of health, having come to the conclusion that no headway would be made in the cultivation of health by further research into the nature of sickness. They sensed that health has its own pattern of behavior —a pattern quite different from that of disease. Therefore, they became the moving spirits in the establishment of what has now become known as the Peckham Experiment. The results of this should be of great interest to those who believe, with these physicians, that "health is an active thing, something as infectious as disease," and to anyone who is aware of the close relationship between recreation and health.

The Pioneer Health Centre—now famous as the first laboratory of its kind for the study of human health—was therefore started through private initiative and private funds. The center was designed and equipped as a family club, where a whole family might go to enjoy their leisure after a day's work.

After careful search for a suitable location, the biologists started their work in a small house in Peckham. This community was chosen because of its mixed population. It provided a cross section of low, middle, and upper income groups. Small income people lived next door to the relatively rich; families were sturdy, making their own way through life.

The opening of the centre not only gave the doctors an opportunity for their study, but offered member-families a chance of gaining for themselves modern knowledge to help them maintain such health as they had. In its modest beginnings it included a consulting room, an afternoon nursery and a small club room. Here mothers met over a cup of tea and, in the evenings, parents gathered for cards, concerts and refreshments.

Today the Peckham Experiment is housed in a beautiful, large building which was built to Dr. Williamson's design, to serve this special purpose, and to accommodate the total of 2,000 families, for which the experiment was planned. It provides a swimming pool, gymnasium, cafeteria, theatre, library, game rooms and nurseries. It was designed to supply members with a special kind of environment, one in which, moving freely, they could find wide and varied opportunities for active enjoyment. The doctors were to be there to study and observe, not to mould people. It was a condition of membership that the member should be not an individual but a family unit, each family paying a small weekly subscription.

The extremely interesting operation of the Peckham Pioneer Health Centre *has been recorded by British Information Services* on a 16 mm. twenty-two minute film which is now available to groups in this country. It is fascinating because the experiment is so well presented. In the film we meet the Jones family, and from the moment they consider joining the club until they are well established members, we experience with them all the decisions to be made, steps to be taken, and observe the affect of such a venture upon their small family unit.

We highly recommend this sound film for all groups interested in recreation, and as an educational experience. It is available from British Information Services, 30 Rockefeller Plaza, New York 20, at a rental fee of $3.75; sale price $56.25. People who book the film will receive a copy of a booklet about the centre, describing the experiment and its findings, the new facilities and their financing, the problems involved, the people who have taken advantage of this opportunity for recreation under such excellent circumstances.

Pranks

Have you *counted the playground pranks* on the April cover of RECREATION magazine? What's your score? We've counted twenty-two. Let us know, and a brown derby to the winner!

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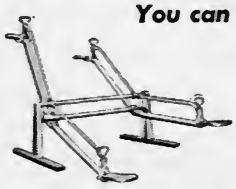

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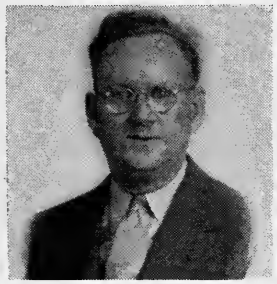
A Library with Suggestions

COLORFUL SLIPS, distributed by the Montclair Library in New Jersey, not only remind readers that their books are due on certain dates, but also stress recreation in its many aspects. For example, one slip may offer the suggestion: "The small Library garden is a good spot for reading and talking while the baby plays on the grass"; and another, "We have hot-weather cook books"; or, "Do you know that the Library has books on sailing, swimming, dancing and tennis?"

Francis J. Mahoney



FRANCIS J. MAHONEY, pioneer recreation leader of Somerville, Massachusetts, died on March 30, at the age of fifty-six.

A Boston newspaper reporter and teacher in the years following his college work, he early became interested in public recreation in his home city. While still engaged in school studies, he carried part-time responsibility in the recreation department. A man of highest personal integrity, he successfully lead and inspired those with whom he worked. For the past nineteen years, he served as full-time superintendent of recreation in Somerville, devoting his life to his city's children.

Dr. Frank Albert Fetter

ON MARCH 21, after a long illness, Dr. Frank Albert Fetter died in Princeton, New Jersey, at the age of eighty-six.

During the first World War, he had served in War Camp Community Service and carried a very heavy responsibility in attempting to make conditions in the communities near the military and naval training camps and stations as satisfactory as possible for the men in the armed forces.

Dr. Fetter has been called one of the greatest theorists in the development of modern economics. He taught at Cornell University and at the University of Indiana, and was chairman of the department of economics and social institutions at Princeton from 1911 through 1922. Dr. Fetter always took a deep interest in the work of the National Recreation Association.

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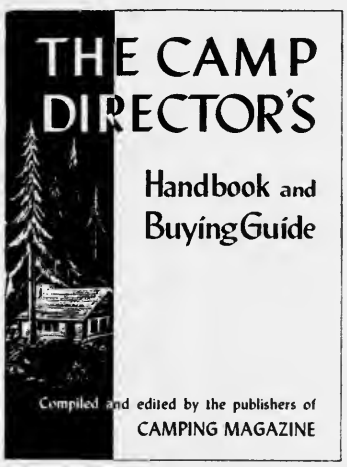

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Alfred MacDonald

PARK AND RECREATION workers will be sorry to learn of the death, on February 10, of Alfred MacDonald, for many years director of parks in Wichita, Kansas. Mr. MacDonald also served for a term as city manager continuing, however, to hold his post in the park system.

From the time he arrived in Wichita, in 1920, he never stopped planning for the parks of his city. He had charge not only of the public parks and playgrounds, but also of the municipal airport and the art museum. He was responsible for the care and upkeep of trees along the city streets and supervised the landscaping and maintenance of landscaped school grounds.

For a time Mr. McDonald served as president of the American Institute of Park Executives and was active in a great many local organizations—the Chamber of Commerce, Rotary Club, Wichita Art Association, Wichita Historical Museum and the Garden Club.

Edward M. Bassett

THE DEATH OF Edward M. Bassett of New York City, at the age of eighty-five, marks the passing of one of the pioneers in city planning in America. For years he was recognized as a leading authority on city planning and zoning, especially in their legal aspects, and his writings were outstanding contributions to these fields.

He gave much study to the problem of securing public parks and recreation spaces, especially in undeveloped areas, and was among the first persons to stress the legal status of parks as permanent recreation areas in contrast to other playgrounds and school sites which can be disposed of at the will of local authorities. Mr. Bassett also urged city authorities to designate their recreation areas as parks, in order to assure them as permanent open spaces.

"Our reward is in the race we run, not in the prize."—*Samuel Rogers.*

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Comic Books

NEARLY FIFTY CITIES have taken action banning the sale of comic books that feature mayhem, murder, or lust, reports the American Municipal Association. Although the validity of several of these measures is being challenged in court, PTA's of Los Angeles County, California, have been instrumental in obtaining the enactment of a carefully framed county ordinance. An informal check shows that it is being effectively enforced. Comic book dealers in Racine, Wisconsin, have won approbation for censoring their own wares, in cooperation with civic groups and city officials.—*National Parent-Teacher, December* 1948.

A resolution has been adopted by the Armed Forces Central Control Board, under which the sale of comics magazines on any military or naval base, station or ship, under the jurisdiction of the United States, is limited to those bearing the seal of approval of the Association of Comics Magazine Publishers. One of the paragraphs states: "The repetitious portrayal in 'Comic Books' of acts of sadism, torture and killing has become a matter of concern to educators and youth leaders of the country."

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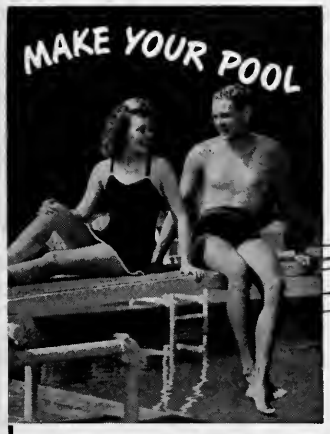

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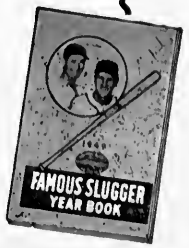

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Books Received

American School Buildings—27th Yearbook. American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington, D. C. $4.00.

Book of Camping, The, by Robert Rubin. Association Press, New York. $2.00.

Dancing Kettle, The, by Joshiko Uchida. Harcourt, Brace and Company, New York. $2.25.

History of the Woman's International Bowling Congress. Woman's International Bowling Congress, Incorporated, Columbus, Ohio.

Homing Pigeons, by Herbert S. Zim. William Morrow and Company, New York. $2.00.

Individual Sports for Women, by Dorothy S. Ainsworth, Marion R. Broer, Alice Goheen Goss, Gertrude Goss, Evelyn Jennings, Bertha Armitage Pitkin, Florence Ryder, of Smith College Department of Physical Education. W. B. Saunders Company, Philadelphia. $4.25.

Klenke's Furniture Book, by William W. Klenke. The Manual Arts Press, Peoria, Illinois. $3.25.

Leisure and Recreation—Revised Edition, by Martin H. and Esther S. Neumeyer. A. S. Barnes and Company, New York. $4.50.

National Education Association Proceedings — 1948. National Education Association of the United States, Washington, D. C.

Partners All—Places All, by Miriam H. Kirkell and Irma K. Schaffnit. E. P. Dutton and Company, New York. $3.95.

Social Work Year Book—1949, edited by Margaret B. Hodges. Russell Sage Foundation, New York. $4.50.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Comics, Radio, Movies—and Children, by Josette Frank. Public Affairs Pamphlet 148. Public Affairs Committee, 22 East 38 Street, New York 16. $.20.

Journal of Health, Physical Education and Recreation, March 1949

Health, Physical Education and Recreation in Lebanon and the Near East, Tedford P. Lewis.

Twenty Years with Women's National Officials Rating Committee, Josephine Fiske.

The All-Weather Playground, Stanley W. McKee.

"How We Do It."

The American City, April 1949

America's Parks and Playgrounds on Parade.

Now and Then in Our Park Systems, V. K. Brown.

A Glass-Walled Community Center.

The Zoo—A Valuable Civic Asset, Roger Conant.

A Community Recreation Building for $40,000, Karl J. Fairbanks.

A Park Program Is a County's Insurance Policy, A. Thornton Bishop.

The Planning and Uses of Municipal Park and Playground Areas, Robert E. Everly.

Practical Pointers on Swimming Pool Filtration, Chauncey A. Hyatt.

Recent Recreation Books Reviewed, A. Dana Caulkins.

Lighting for Multi-Use Sports Areas, Francis D. Wyatt.

Municipal Recreation Advanced by Municipal Public Relations, Henry Davis Nadig.

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New Publications

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The Happy Home: A Guide to Family Living

By Agnes E. Benedict and Adele Franklin. Appleton-Century-Crofts, Incorporated, New York. $2.75.

THE CONTRIBUTION WHICH family recreation activities can make to family solidarity and to happy family living dominates this very valuable guide for parents. Concrete suggestions are given for planning creative activities, as well as sports, trips, vacations and parties. The book is recommended not only to parents, but to all who are interested in the part which recreation can play in strengthening American home life.

The Handbook of Day Camping

By Mabel Jobe. Association Press, New York. $3.50.

THIS HANDBOOK CONTAINS a wealth of material for those wishing to establish day camps in their communities, and for those who want to enrich and extend their present programs. The book covers the advantages and disadvantages of day camping, how to start, site problems, personnel, health and safety and the activities program. The appendix gives an inventory of equipment and supplies, and bibliography on day camping. All interested in day camping will find this a worthwhile addition to their libraries.

The Straw Ox

By Fan Kissen. Houghton Mifflin Company, Boston. $1.72.

FAN KISSEN, WHO is script writer and program consultant for the elementary school division of WNYE, the Board of Education radio station in New York, has done an excellent job of adapting stories from all over the world for radio presentation. Clear and simple suggestions as to cast, how to produce necessary sound effects, what you *do* in a radio play anyway, reveal that these scripts are easy to do and must, indeed, be a lot of fun to put on.

The adaptations are skillfully done, and are excellent for use in playground dramatics, recreation center programs, by play leaders of children's groups everywhere, as well as for real or "play-like" radio programs. Actually, *The Straw Ox*, first of a series of three books, beautifully produced with delightful illustrations for each story, is just what many of you have been looking for, and we are delighted to be able to call it to your attention.

Comics, Radio, Movies—and Children

By Josette Frank. Public Affairs Committee, 22 East 38 Street, New York 16. $.20.

IN THIS NEW and thought-provoking Public Affairs pamphlet, parents are urged to *study* comic books and not to ban them sight unseen. Miss Frank, who is educational associate in charge of children's books and radio on the staff of the Child Study Association of America, advises parents to respect their children's rights and feelings, and suggests that they watch their children's reactions to exciting programs, determining whether they become upset, or too preoccupied with crime and horror.

Miss Frank further advises parents to see that their children have plenty of other enjoyable things to do, places to go, real adventures, so that radio listening or movie going does not absorb them to the exclusion of other interests and activities. She feels that there is "no basis in fact for current news headlines which blame comics for children's delinquent acts." Ways are suggested in which communities may help solve the problems raised by comics, radio, movies. (See "Comic Books," page 91.)

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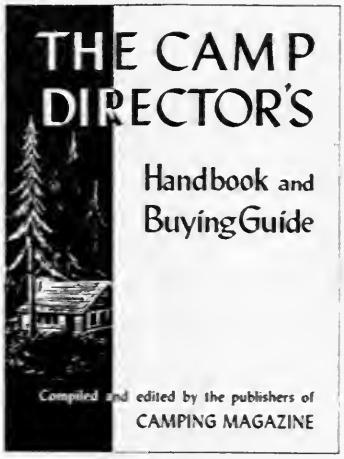

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Recreation Training Institutes

May and June, 1949

HELEN DAUNCEY Social Recreation	Hannibal, Missouri May 2-6	Miss Carolyn Williams, Box 103.
	Omaha, Nebraska May 9-13	William Meyers, Superintendent of Recreation, Park and Recreation Commission.
	Alliance, Nebraska May 23-24	A. M. Merrill, City Recreation Director, Office of City Manager.
	Scottsbluff, Nebraska May 25-27	Fred L. Johnston, Secretary, Y.M.C.A.
	Newton, Kansas May 30-June 3	W. M. Okerberg, Recreation Commission, Y.M.C.A. Building.
	Sioux City, Iowa June 6-7	Miss Cora Thayer, Acting Director, Recreation Department, Board of Education Building.
	Dubuque, Iowa June 9-10	Mrs. Hylda N. Luke, Superintendent of Recreation.
	Decatur, Illinois June 13-17	Russell J. Foval, Superintendent of Recreation, Playground and Recreation Board, 243 S. Water Street.
RUTH EHLERS Social Recreation	Cumberland, Maryland May 2-6	J. D. Lonnholm, Supervisor of Vocational and Adult Education, Board of Education.
	Akron, Ohio May 9-11	A. E. Genter, Superintendent of Recreation, Department of Recreation, 325 Locust Street.
	Lexington, Kentucky June 6-10	Miss Anna S. Pherigo, Executive Director, Board of Park Commissioners, Gratz Park.
	Shepherdstown, West Virginia June 20-24	Oliver S. Ikenberry, President, Shepherd College.
	Westchester County, New York June 29, 30 and July 1	Miss Vivian O. Wills, Westchester County Recreation Commission, County Office Building, White Plains, New York.
ANNE LIVINGSTON Social Recreation	King County, Washington May 2-6	David DuBois, Superintendent of Parks and Recreation, 608A County City Building, Seattle.
	Vancouver, Washington May 9-13	Carl Gustafson, Superintendent of Recreation and Education, Memorial Building, or Walter Pollock, Project Service Director, Vancouver Housing Authority.
	Springfield, Oregon May 23-27	Mrs. Irene Squires, Superintendent of Willeamalane Park and Recreation District.
	Klamath Falls, Oregon May 30-June 3	Samuel H. Smith, Superintendent of Recreation, Park and Recreation Department.
	Toledo, Ohio June 13-17	Arthur O. Morse, Supervisor of Recreation, Department of Public Welfare, 214-18 Safety Building.
	Rochester, New York June 19-24	O. W. Kuolt, General Secretary, Council of Social Agencies, Incorporated, 70 North Water Street.
GRACE WALKER Creative Recreation	Lancaster, Pennsylvania May 2-13	Mrs. Harland D. Fague, Lancaster Council of Church Women, 443 S. Queen Street.
	St. Louis, Missouri May 23-27	Branch Russell, Department of Public Welfare, Parks and Recreation, 330 Municipal Courts Building.
	Montana June 6-24	Mrs. Mildred K. Stoltz, Director of Education, Montana Farmers Union, Box 2089, Great Falls.
FRANK STAPLES Arts and Crafts	St. Louis, Missouri May 2-13	A. H. Wyman, Executive Director, Park and Playground Association of St. Louis, 1003 Equitable Building, 613 Locust Street.
	Elkhart, Indiana May 16-20	K. Mark Cowen, Superintendent, Board of Parks and Recreation, Municipal Building.
	Omaha, Nebraska May 23-27	William J. Meyers, Superintendent of Recreation, Park and Recreation Commission.
	Jefferson City, Missouri May 31-June 3	Ben C. Porter, Director, Parks and Recreation, Jefferson City Park Board, 403 Monroe Street.
	Toledo, Ohio June 13-17	Arthur O. Morse, Supervisor of Recreation, Department of Public Welfare, 214-18 Safety Building.
	Waukegan, Illinois June 20-24	Bevier Butts, Recreation Director, Playground and Recreation Board, 103 S. Sheridan Road.
	Schenectady, New York June 27-29	William F. Eddy, Superintendent of Parks and Recreation.

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Recreation

JUNE 1949

Year Book

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PICTURE CREDITS: Center spread photos by: Wallace, American Red Cross; Massie, Missouri Resources Division; *Seattle Times*; University of Michigan News Service; Morris Gordon, *New York Star*. Illustration on page 100 courtesy of "Money Management, The Recreation Dollar," copyright by the Household Finance Corporation; on page 113, *Steelways*.

on the Cover →

"In today already walks tomorrow." Looking over 1948, the healthy, steady growth in community recreation promises well for the future. Photograph by William Z. Harmon, courtesy of the Florida Park Service.

Price One Dollar

RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

JUNE 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

A Year Book of Happiness

LIFE—pursuit of happiness.

A part of the Declaration of Independence.

Recreation—a part of any declaration of fundamental principles.

A part of any program for security for individuals.

What gives a man life—liberty to be himself—happiness—security?

Not just money—the possession of property.

Of course a certain amount of money helps.

But many who have money, who have jobs, have not much life, not much happiness, no real sense of inner security, no great sense of quiet confidence in themselves.

How many cities help boys and girls, men and women to find security for themselves, within themselves in their pursuit of life and happiness?

When a man can sing supremely well—

when a boy can play his violin with so rare a touch that those about lose all sense of time—

when the hands of a man can carve, or mold the clay, or sketch—

when the boy knows the woods and creeks, and all that breathes and all that grows and the skies above—

when a girl can act so that the past and the future are as the present and all the world becomes real or tragic or beautiful—

when the boy can hurdle, or pole vault, or high jump—or do things with a baseball or a football—

all this development of the powers of the human spirit that have no relation to bread and butter and cake—

all this does have to do with life, with being alive, with power, with happiness, with fellowship—

all this is a part of real wealth—a part of a man's real wealth, of a city's wealth.

When cities free the beaches for swimming, clear the ice for skating, keep the baseball diamond up, throw open the tennis courts, open wide the school houses for choral societies and orchestras—

Then the measure of all this reported in dry statistics in a year book is growth, development, human laughter and human tears, depth and breadth of human emotion.

Romance, poetry, adventure.

Things to be enjoyed now.

Things to be remembered forever.

Keeping childhood beautiful.

Keeping youth strong.

Giving old age memories.

The Year Book of Recreation is not a record of the trivial.

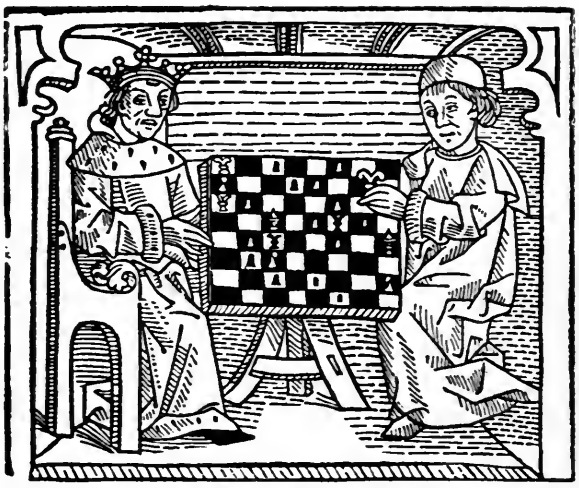
It is a partial report of real wealth, of real property, of music, drama, sport, comradeship—of inner confidence, of security, of spirit.

There are no city deficits so terrifying and so terrible as deficits in living.

HOWARD BRAUCHER.

Sports and Pastimes of Long Ago

FISHING. Woodcut appears in earliest printed essay in English on angling—*Treatise of Fysshynge with an Angle.* Westminster, Wynkyn de Worde, 1496.



CHESS. Cut from English translation of treatise by 13th Century Dominican friar. *The Game and Playe of the Chess.* Westminster, William Caxton, 1482.

BOAR HUNTING. This is in rare first edition of earliest French book dealing with the hunt. *Le Livre du Roy Modus.* Chambery, Antoine Meyret, 1486.

BOATING. Party making music with flute and lute. *Hours of the Virgin.* Flemish, Early XVI Century.

CARD GAME. Found in work of moralizations, which states cards first came into Germany in 1300. *Das Goldene Spiel.* (Augsburg) Gunter Zainer, 1472.

These postcards, in sets of twelve, are available from the Pierpont Morgan Library, 33 East 36 Street, New York, at $1.00 per set. Descriptive catalogue, $.25.

The Recreation Year Book

THE JOY, satisfactions, and benefits that community recreation agencies bring to the people of America cannot be measured in dollars or recorded in statistics. Nevertheless, it is desirable that the recreation movement periodically take stock of its progress and inventory its resources and services. The RECREATION YEAR BOOK, now issued biennially by the National Recreation Association, is designed to serve this purpose.

The RECREATION YEAR BOOK is a record of community recreation programs, facilities and services in American towns, cities and counties. It includes reports of recreation agencies that (1) operate playgrounds, recreation buildings, indoor centers, camps or community-wide recreation programs under paid leaders or (2) operate for community use such facilities as golf courses, bathing beaches or swimming pools. Most of the reports are from municipal authorities.

Many types of recreation service furnished by public and private agencies are not included in the YEAR BOOK. It does not record, for example, such park facilities as zoos, conservatories, and properties designed primarily for beauty rather than for active use. Omitted, too, are reports of school recreation programs provided exclusively for children enrolled in the school. Recreation programs of volunteer agencies are not included unless they are equally available on a community basis to members and non-members alike.

The expenditures data cover only funds spent for the recreation services recorded in the YEAR BOOK; not for all forms of recreation. The annual reports of the U. S. Bureau of Census, entitled "Financial Statistics of Cities," record expenditures for municipal parks, museums, community celebrations, and band concerts, as well as for many of the services recorded in the YEAR BOOK. Detailed information on total park services and expenditures has been published in reports of municipal and county parks issued by the National Recreation Association in cooperation with Federal agencies.

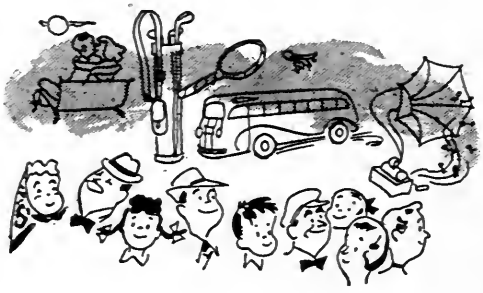
The YEAR BOOK, containing as it does a record of the expenditures, facilities, personnel, and services of local recreation agencies, affords a guide to the growth and development of the community recreation movement. The tables relative to the managing authorities and the extent to which they employ full-time, year-round leaders are useful in observing trends in forms of recreation administration. The expenditures data can be used to advantage in submitting and supporting requests for recreation budgets. The YEAR BOOK enables public authorities or other interested persons to compare, in several respects, their city's provision for recreation with that of other cities of the same population or in the same state, and with accepted standards. In short, it provides the only available source of information as to the status, scope, and services of community recreation agencies in American cities.

A Thank You to Recreation Authorities

The YEAR BOOK is made possible by the cooperation of the local recreation authorities who have submitted reports of their recreation service. The willingness of so many individuals to furnish this information affords evidence of their loyalty to the recreation movement and their appreciation of the value of the YEAR BOOK. Several state authorities also cooperated by furnishing information which was helpful in securing reports from localities.

The National Recreation Association wishes to express its appreciation to the community recreation leaders of America for their hearty cooperation in the preparation of the RECREATION YEAR BOOK for 1948.

A Summary of Community Recreation in 1948



Number of municipalities with leadership or supervised facilities	1,917
Total number of separate areas and centers reported	*32,314

Total number of play areas and special facilities reported:

Outdoor playgrounds	13,520	Handball courts (outdoor)	2,513
Recreation buildings	2,778	Horseshoe courts	9,654
Indoor recreation centers	5,783	Ice skating areas	4,252
Archery ranges	598	Picnic areas	5,420
Athletic fields	1,647	Play and coasting streets	1,578
Baseball diamonds	4,576	Shuffleboard courts (outdoor)	3,536
Bathing beaches	638	Ski jumps	115
Bowling greens	210	Softball diamonds	11,143
Camps, day	489	Stadiums	432
Camps, other organized	106	Swimming pools (outdoor and indoor)	1,395
Golf courses	355	Tennis courts	11,964
Theaters, outdoor	187	Toboggan slides	343
		Wading pools	1,861

Total number of employed recreation leaders	48,548
Total number of leaders employed full time the year round	5,899
Total number of volunteer leaders	49,300
Total number of other volunteers	39,934
Total expenditures for community recreation	†$93,804,408

*This figure includes outdoor playgrounds, recreation buildings, indoor recreation centers, play and coasting streets, athletic fields, bathing beaches, camps, golf courses and picnic areas.

†In addition to this amount $2,361,198 were contributed for such services as heat, light, supplies and the maintenance of facilities.

Community Recreation in 1948

REPORTS SUBMITTED FOR use in the RECREATION YEAR BOOK for 1948 reveal that community recreation has had an unprecedented growth since 1946. The figures presented in this publication indicate that the marked impetus to the community recreation movement, following the end of the second World War, has continued, and that more municipalities are providing recreation facilities and services than ever before. The YEAR BOOK affords evidence that community recreation programs are serving an increasing number of children, youths and adults in large metropolitan cities and in small communities.

YEAR BOOK reports for 1948 were submitted by 1,673 municipalities*—cities, towns, counties and school districts—representing every state in the Union as well as Hawaii and Canada. The services reported were rendered by 1,977 agencies and include facilities and programs in 1,917 communities.† Therefore, the YEAR BOOK for 1948 records recreation services in more municipalities than any previous issue.

A fairly complete picture of community recreation services in the larger cities is presented by this publication, for only five of the ninety-two cities with a 1940 population over 100,000 failed to submit a report. Many smaller communities, however, did not furnish requested information. Nearly 500 of the cities included in the RECREATION YEAR BOOK for 1946 failed to report for 1948, although a large percentage are known to have conducted programs during the year. Information secured through the YEAR BOOK reports, supplemented by data from other sources, shows that more than 2,500 communities enjoyed the benefits of some form of community recreation service in 1948.

A surprising number of reports were received from small towns and villages. That recreation programs under leadership are gaining an accepted place in the life of small communities, as well as in large cities, is indicated by the YEAR BOOK figures.

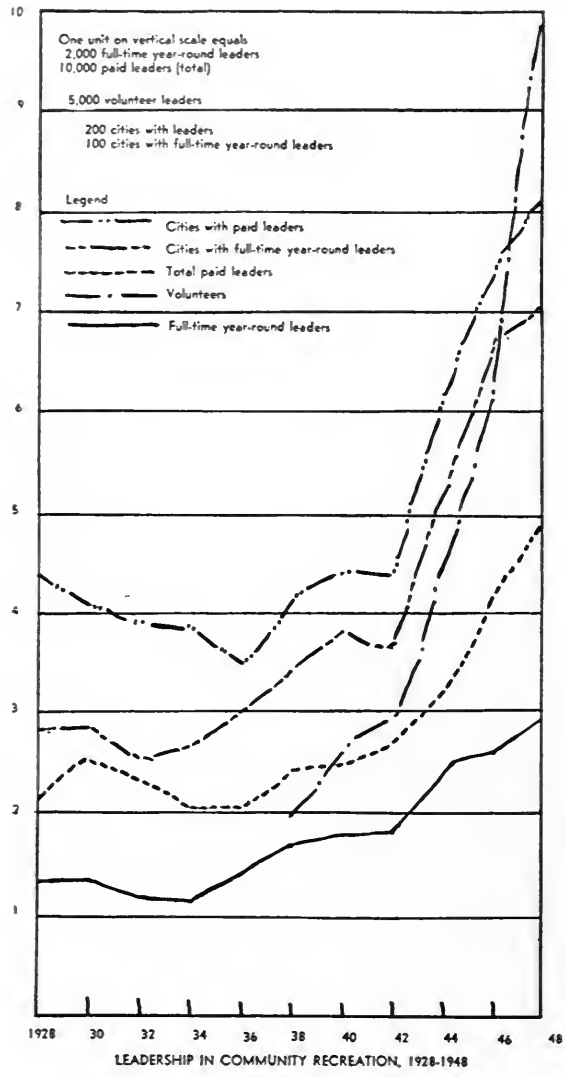
Several of the major trends and developments during 1948 are described briefly in the paragraphs that follow.

Leadership. New records were set in 1948 in the number of recreation leaders and in the number of cities reporting them. The total of 48,548 paid leaders is the largest ever reported. Leaders employed on a full-time basis totaled 5,899 or nearly fifteen per cent more than in 1946, the previous record year. Part-time and seasonal leaders continued to provide a large percentage of the recreation service in most cities. Less than one in eight of the leaders reported served on a full-time, year-round basis. Even though most cities have not appreciably enlarged their year-round staff, a considerable number employed full-time leaders in 1948 for the first time. Because many of the smaller cities employing full-time leadership for the first time since the second World War have only one such worker, the number of cities with such leaders has proportionately increased to a greater extent than the number of leaders. More men than women were employed as leaders in 1948; this is especially true of full-time, year-round workers.

Remarkable progress was made during 1948 in the extension of volunteer service in community recreation. The use of volunteers was more widespread, and the number of persons serving as volunteers totalled 89,234, or far in excess of any previous year. Men outnumbered the women both as activity leaders and in other forms of voluntary service. Unlike preceding years, when activity leaders were much fewer in number than persons serving as board members and helping in other

*In the tables that follow the term "cities" is applied to all types of municipalities.

†In addition, reports were received from the following cities too late to be listed in the tables and the information in them was not included in the summary figures: Compton, California (Elementary School District); Hamden, Connecticut; Apalachicola, Florida; North Miami, Florida; Marietta, Georgia (Larry Bell Park Board); Kankakee, Illinois; Oelwein, Iowa; Topeka, Kansas (Youth Centers); Lebanon, Kentucky; Shreveport, Louisiana; Medford, Massachusetts; Berkley, Michigan; Meridian, Mississippi; Fort Plain, New York; Maybrook, New York; Hamilton, Ohio; Clairton, Pennsylvania (Department of Parks and Public Property); Erie, Pennsylvania (School District); Palmerton, Pennsylvania; Sioux Falls, South Dakota (Park Department); Cookeville, Tennessee; Greendale, Wisconsin; Two Rivers, Wisconsin; Laramie, Wyoming; Sydney, Nova Scotia, Canada; Merriton, Ontario, Canada.



LEADERSHIP IN COMMUNITY RECREATION, 1928-1948

ways, in 1948 nearly 10,000 more activity leaders were reported. This year, for the first time, more persons served as volunteer activity leaders (49,300) than were employed for recreation leadership by community recreation agencies.

A study of the methods used in selecting personnel for recreation leadership positions indicates that, in a large percentage of cities, local recreation officials have the authority to select their own workers. The number of cities reporting the use of civil service is relatively small, although many of the larger cities are included in this list. State certification is reported primarily in cases where state education authorities subsidize local recreation programs and thereby exert an influence in the selection of the leaders employed.

Playgrounds, Buildings and Indoor Centers. No phase of the community recreation program is more important, or serves a larger number of people, than the playgrounds, buildings and indoor centers. The YEAR BOOK attendance figures afford substantial evidence of this, for the attendances reported at these outdoor and indoor centers in 1948 totalled 465,000,000. The marked increases in the number of outdoor playgrounds, recreation buildings and indoor centers conducted under leadership indicate a growth in the provision of basic neighborhood recreation services. Approximately one-tenth of the 13,520 playgrounds reported were open in 1948 for the first time; more than one-fourth of the total, or a larger percentage than in 1946, were open under leadership throughout the entire year. Attendances at outdoor playgrounds alone during 1948 exceeded 318,000,000 and the average daily attendance during the summer months totalled 2,837,500 participants and spectators.

The number of recreation buildings and indoor centers represents an all-time high of 8,561 or more than forty-six per cent above the 1946 total. Large recreation buildings, containing a gymnasium or auditorium or both, were reported separately for the first time in 1948, and there were 889 such buildings. The increasing use of school buildings for community recreation is indicated by the fact that 4,478 or three-fourths of all the indoor recreation centers reported were school buildings. A total of more than 90,000,000 visits was reported at the indoor centers, as compared with a total of 51,700,000 at the recreation buildings. A relatively greater drawing power on the part of the special recreation building is suggested, however, by the fact that the average 1948 attendance per building was nearly fifty per cent higher than that reported per indoor center.

A marked decrease is noted in the number of buildings with facilities set aside for the exclusive use of teen-age or youth groups.

Facilities. The twenty-four types of recreation facilities reported in the YEAR BOOK serve a wide range of interests and are used for a great variety of activities. With a very few exceptions, the number of these facilities is greater than ever before; day camps show the largest relative gain with an increase in number of eighty-one per cent over the 1946 figure. More cities report softball diamonds than any other type of facility; baseball diamonds, tennis courts and horseshoe courts, in the order named, are others most frequently mentioned. Inquiries reveal that many cities opened facilities for use for the first time in 1948; among these, the most numerous were horseshoe courts, softball diamonds, baseball diamonds and tennis courts. Only two 18-hole and five 9-hole golf courses were reported opened during the year.

Attendance records are commonly kept at camps, swimming pools, and golf courses, among others, but the number of persons using such facilities as horseshoe courts, handball courts or shuffleboard courts is not recorded in most cities. Even so, the attendance reported at recreation facilities in 1948 exceeded 328,000,000, or 10,000,000 more than the total playground attendance figure for the year. As in previous years, swimming facilities demonstrate the greatest drawing power; softball diamonds hold second place, when facilities are ranked according to their gross attendance records. A marked increase is noted in the attendance figures for day camps, picnic areas, tennis courts and winter sports facilities, with the exception of ski jumps.

Administration. One of the most useful purposes served by the YEAR BOOK is that it makes possible an analysis of the administration of community recreation programs. By recording the types of managing authority under which local recreation facilities and programs are established and administered, it also provides a basis for a study of organization trends. The YEAR BOOK for 1948 confirms the separate recreation department as the increasingly predominant type of local recreation governing authority. The separate recreation departments are not only eighteen per cent more numerous than in 1946, but they exceed the combined number of reporting agencies that provide recreation in connection with park and school services. School authorities reporting community recreation service increased in number since 1946; park authorities were approximately the same; other types of public agencies were relatively few in number. Fewer private agencies reported than in 1946.

The significant role played by citizen boards in the case of separate recreation departments is apparent from the fact that more than eleven out of twelve such departments have a board. The policy-making boards outnumber the advisory boards three to one. Boards also play an important part in the administration of several other types of departments providing recreation service.

Since a large percentage of the total recreation service provided in localities is rendered by departments employing full-time, year-round leaders, an analysis of the agencies reporting such leadership is of special significance. Here, again, the separate recreation department predominates with 442 departments or two-thirds of the total number of public agencies reporting full-time leadership. Park authorities, which number 142, are the next largest group; only twenty-nine school departments employ full-time leaders, the same number as in 1946. The private agencies with full-time leadership, which increased in number immediately after the second World War, dropped from 128 in 1946 to 108 two years later. The YEAR BOOK figures make it clear that the advance in community recreation during 1947 and 1948 was achieved largely by governmental authorities rather than through private agencies.

Activities. The seventy-five activities reported in the YEAR BOOK comprise only a fraction of the varied features in community recreation programs, but they include many of the most popular and common types. The YEAR BOOK figures, indicating the number of cities in which these activities are carried on, represent an ever expanding contribution by the reporting agencies to life in their respective communities. Games and sports continue to predominate, with softball and baseball again heading the list, but an expansion of programs to include many forms of crafts, the cultural arts and hobbies is revealed by the reports from many cities. A growing concern for the leisure-time interests of people over sixty years of age is indicated by the fact that, of the seventy-five activities listed, activities for older people show the largest relative increase; 404 cities reported such activities as compared with 264 in 1946.

Finance. The expansion in community recreation since 1946 is most clearly indicated by the striking rise in recreation expenditures, which totalled the unprecedented sum of $93,804,408 in 1948. Additional contributed services totalling $2,361,198 were also reported. If the amounts spent by several large-city departments had been fully reported, the total 1948 expenditures for the recreation facilities and services recorded in the YEAR BOOK would have exceeded $100,000,000 or nearly double the 1946 total.

The increase is most marked in the case of capital expenditures for land, buildings and permanent improvements. They exceed $30,000,000—which is $22,000,000 more than in 1946 and nearly $18,000,000 in excess of the previous 1930 record. The 1948 figure is significant because it indicates that, after several years in which there was little expansion in recreation areas and facilities, cities were proceeding to develop additional recreation resources. Rising wage and salary scales and higher costs of materials and services undoubtedly explain much of the increase in the current expenditures items. Leadership salaries and wages, for example, reached a record high of more than $28,250,000, which represents a proportionately greater rise than was recorded in the total number of rec-

reation leaders. In sixty-seven cities, bond issues totalling $21,000,000 yielded much of the funds used for capital expenditures during the year.

Tax funds, as in previous years, provided the lion's share of the money spent for community recreation. More than eighty-eight per cent of the total amount spent, the source of which was reported, came from local, county, or state taxes—a larger percentage than in recent years. Tax funds were spent for recreation in more than twice as many cities as were private funds. Amounts received from fees and charges supplemented receipts from other sources in many cities, providing nearly twelve per cent of the total. The large increase in capital expenditures, most of which came from tax sources, explains why a smaller percentage of the total amount spent for recreation came from fees and charges and from private funds in 1948. In a few states, notably New York, Pennsylvania and Washington, state funds were made available to localities for recreation programs and, in many cases, these funds exceeded the amount raised for recreation in the local community.

Taken as a whole, 1948, as revealed by the YEAR BOOK reports, was a banner year for the community recreation movement.

Leadership

Men outnumber women in part-time, full-time and volunteer leadership.

A total of 48,548 men and women were employed for leadership in community recreation programs in 1948. This represents an eighteen per cent increase over the number reported in 1946, the highest previous year. The number of cities reporting paid leaders, 1,645, is twelve per cent over 1946 and is likewise greater than ever before reported.

Of the total number of leaders, 5,899 were employed on a full-time, year-round basis. This, too, represents an all-time high. Men outnumber women in both part-time and full-time leadership by a wider margin than in 1946. Men leaders also are employed full time by nearly seventy per cent more cities than employ women on this basis. (Please refer to the article, *Program for Women and Girls,* paragraph two, in the February 1949 issue of RECREATION—Ed.)

The number of cities with paid and volunteer leadership is actually greater than is indicated in the following tables since county and other authorities which furnish leadership to more than one community are counted only once.

The diagram on page 102 illustrates the trend in paid leadership since 1928.

Paid Recreation Leaders

Men (1,613 cities)	27,540
Women (1,362 cities)	21,008
Total leaders (1,645 cities)	48,548
Men employed full-time, year-round (653 cities)	3,465
Women employed full-time, year-round (385 cities)	2,434
Total leaders employed full-time, year-round (701 cities)	5,899

Volunteers

Community recreation, as a field for volunteer service, is attracting an increasing number of men and women. In 1948 a total of 89,234 persons served recreation agencies without pay in 1,133 communities. These figures again are larger than ever before reported; the number of volunteers rose thirty-five per cent since 1946. For the first time, the number of volunteer activity leaders exceeds that of persons giving other service, although fewer cities reported volunteer leaders. Men considerably outnumber women as volunteers in recreation, especially in the group serving as activity leaders. (See *Help Wanted: Women Partners for Leadership,* December 1948 RECREATION.)

	Activity Leaders	*Others*	*Total Volunteers*
Men	28,236 (799 cities)	20,834 (951 cities)	49,070
Women	21,064 (750 cities)	19,100 (750 cities)	40,164
Total	49,300 (876 cities)	39,934 (964 cities)	89,234 (1,133 cities)

Methods of Selecting Leadership Personnel

The methods used in selecting leadership personnel were indicated by most of the recreation agencies reporting. It is clear that in a large percentage of cities the agencies select their own workers. Civil Service was the method used in 211 of the cities reporting. State certification was indicated primarily by communities in states where local recreation programs are subsidized in part from funds administered by the state education authorities.

Workers to whom method applies	*Selection Methods*							
	By Agency		*Civil Service*		*State Certification*		*Other*	
	Cities	*Agencies*	*Cities*	*Agencies*	*Cities*	*Agencies*	*Cities*	*Agencies*
All workers	946	970	97	99	102	102	61	61
Superintendent only	126	126	36	36	28	28	36	36
All but the superintendent	102	102	14	14	5	5	14	14
Some workers	123	123	64	65	39	39	31	31
Total	1,297	1,321	211	214	174	174	142	142

Playgrounds, Buildings and Indoor Centers

Daily attendance of participants increased, that of spectators decreased.

Outdoor Playgrounds

A total of 13,520 playgrounds were reported conducted under leadership in 1,548 cities in 1948. These figures set a new record, representing increases of 1,961 playgrounds and 221 cities over corresponding figures for 1946. One-fourth of the playgrounds were conducted under leadership throughout the entire year; more than two-thirds were open only during the summer months. Approximately one playground out of ten, or a total of 1,344, was open under leadership for the first time in 1948.

The total attendances of 318,699,844 participants and spectators reported at 12,371 playgrounds were exceeded in only two previous years. These were in the late 1930's when large numbers of emergency personnel were serving on the playgrounds. The average 1948 attendance per playground reporting exceeded 25,000. During the summer months, the average daily attendance of participants reported by 10,491 playgrounds totalled 2,292,533 or forty per cent higher than in 1946. The number of playground spectators, on the other hand, was considerably less than the record total reported two years earlier.

Number of outdoor playgrounds (1,548 cities)		13,520
Open year-round (356 cities)	3,428	
Open during summer months only (1,441 cities)	9,164	
Open for the first time in 1948 (593 cities)		1,344
Average daily summer attendance of participants (10,491 playgrounds in 1,277 cities)		2,292,533
Average daily summer attendance of spectators (6,941 playgrounds in 856 cities)		544,967
Average daily summer attendance of participants and spectators (10,491 playgrounds in 1,277 cities)		2,837,500
Total attendance of participants and spectators at playgrounds during periods under leadership (12,371 playgrounds in 1,338 cities)		318,699,844

Recreation Buildings

Buildings conducted under leadership in 1948, and used exclusively or primarily for recreation, totalled 2,778 or 946 more than in 1946, the previous record year. Separate figures were secured for large buildings (containing a gymnasium or auditorium or both) and 396 cities reported 889 buildings of this type. Recreation buildings reported open in 1948 for the first time totalled 281.

Attendances at 1,630 of the recreation buildings exceeded 51,700,000. More than three-fifths of these attendances were recorded at the large buildings which averaged more than 50,000 visits per building in 1948. The average attendances at the others, many of which were playground buildings, were 20,000 for the year.

Number of recreation buildings, large (369 cities)	889
Open for the first time in 1948 (56 cities)	80
Total yearly or seasonal attendance (607 buildings in 266 cities)	31,031,869
Number of recreation buildings, others (513 cities)	1,889
Open for the first time in 1948 (106 cities)	159
Total yearly or seasonal attendance (1,023 buildings in 307 cities)	20,668,488
Total number of recreation buildings	2,778
Total yearly or seasonal attendance at 1,630 buildings	51,700,357

Indoor Centers

Buildings not used primarily for recreation but in which a program was conducted under leadership in 1948 totalled 5,783 or more than ever before reported. Three out of every four indoor centers were school buildings. More than fifteen per cent of all the centers were reported open for recreation use for the first time in 1948. Attendances, which exceeded 94,600,000 for the year, are more than double the highest total previously reported. More than two-thirds of the attendances were reported at the non-school centers.

Number of indoor centers, schools (872 cities)	4,478
Open for the first time in 1948 (208 cities)	482
Total yearly or seasonal attendance (3,314 centers in 514 cities)	36,964,419
Number of indoor centers, others (511 cities)	1,305
Open for the first time in 1948 (131 cities)	212
Total yearly or seasonal attendance (915 centers in 337 cities)	54,688,442
Total number of indoor centers	5,783
Total yearly or seasonal attendance at 4,229 centers	94,692,746*

*This figure includes a total attendance of 3,039,885 for 17 buildings and 26 centers reported by one large city.

Teen Centers

In 986 of the recreation buildings and indoor centers reported above, facilities were set aside for use exclusively by teen-age or youth groups. This is a much smaller number of teen centers than were reported in 1946 and such centers were reported by a much smaller number of cities.

Total number of buildings with facilities used exclusively by teen-age or youth groups (409 cities)	986

Recreation Facilities

Extensive popularity and use again revealed by attendance figures.

The types of recreation facilities reported in 1948 are more numerous than in preceding years. This is partly because of the increase in the number of communities reporting and partly because of the new facilities open for the first time in 1948. Most striking increases are noted in the case of

the day camps, winter toboggan slides, play and coasting streets, picnic centers and ice skating rinks, in the order named. A slight drop is noted in the case of four types of facilities. Tennis courts again top the list, followed closely by softball diamonds; horseshoe courts and picnic areas are in third and fourth place. Many facilities were reported open in 1948 for the first time. It is probable that some of them were not constructed in 1948 but were first made available for community recreation use during the year.

The extensive popularity and use of recreation facilities are again revealed by the attendance figures, even though these are not available for many of the facilities reported. At pools and beaches attendances of nearly 162 millions were recorded, in spite of the fact that many swimming facilities were closed in the summer of 1948 because of the polio epidemic. More than eighty-nine million attendances were reported at athletic fields, stadiums, baseball and softball diamonds. The drawing power of picnic areas and ice skating areas is reflected by their attendance figures of twenty-two million and fifteen million respectively.

The number of each facility reported, the number open for the first time, and the total 1948 attendance at facilities where the number of users was recorded are indicated in the following table.

			First Open in 1948		*Total 1948 Attendance*		
Facility	*Number*	*Cities Reporting*	*Number*	*Cities Reporting*	*Attendances*	*Number of Facilities*	*Cities Reporting*
Archery Ranges	598	387	82	62	293,016	240	174
Athletic Fields	1,647	766	102	70	7,151,731	495	277
Baseball Diamonds	4,576	1,276	390	263	25,870,572	2,347	667
Bathing Beaches	638	334	28	24	133,098,401	391	190
Bowling Greens	210	85	2	2	156,815	72	37
Camps, Day	489	213	44	36	416,910	231	126
Camps, Other Organized	106	65	25	16	118,003	63	37
Golf Courses, 9-Hole	137	111	5	5	1,623,739	65	52
Golf Courses, 18-Hole	218	126	2	2	6,019,037	142	86
Handball Courts	2,513	165	85	25	4,443,677	1,320	63
Horseshoe Courts	9,654	1,016	758	206	2,604,883	4,039	448
Ice Skating Areas	4,252	664	299	130	15,365,857	2,046	341
Picnic Areas	5,420	809	139	82	22,180,079	3,108	368
Play and Coasting Streets	1,578	269	175	50	1,353,648	535	115
Shuffleboard Courts	3,536	372	142	48	2,498,605	1,715	163
Ski Jumps	115	64	14	13	66,903	32	26
Softball Diamonds	11,143	1,362	632	290	40,061,268	5,189	704
Stadiums	432	301	26	26	16,275,533	177	132
Swimming Pools—Indoor	333	138	10	9	6,476,644	207	82
Swimming Pools—Outdoor	1,062	513	58	42	22,381,253	684	290
Tennis Courts	11,964	1,124	367	127	7,496,995	6,360	533
Theaters	187	133	10	8	2,699,651	80	62
Toboggan Slides	343	114	17	13	646,496	70	44
Wading Pools	1,861	547	114	70	9,419,052	934	234

Management

Governmental agencies reporting facilities and programs outnumber private groups.

Many types of public and private agencies administer recreation facilities and programs. Governmental agencies outnumber the private groups, however, by more than four to one. Of the 1,977 agencies whose 1948 recreation service was reported, 1,617 are administered by public authorities. Several cities have two or more agencies providing community recreation; some reporting agencies, on the other hand, especially county authorities, provide recreation service in several

communities. The YEAR BOOK for 1948 contains reports of 187 more public and private agencies than any previous issue.

Authorities that administer recreation as a distinct and separate function total 676. Separate recreation departments, under either a policy-making or advisory board, show an appreciable increase over 1946; those without a board are fewer in number. Separate recreation authorities outnumber the combined school and park departments, which are the next most numerous public recreation agencies. Park agencies are almost the same as in 1946 but those classified as park and recreation departments are more numerous. School departments slightly outnumber the park authorities for the first time in many years, increasing in number from 252 in 1946 to 328 in 1948. A large percentage of the school reports are from states where local recreation programs receive subsidies from the state educational authorities. In Pennsylvania alone the number of school authorities reporting increased from twenty-four in 1946 to ninety-three last year. The postwar interest in providing recreation for youth is reflected in the reports from thirty-two public youth agencies; only ten such agencies reported in 1946. Other municipal departments furnishing recreation service are relatively few, and no appreciable change in their number is revealed by the YEAR BOOK reports.

Private agencies number 360 or thirty less than in 1946. In contrast with the increase in the public youth agencies, only eighteen private organizations for youth reported as compared with forty-one in 1946. Fewer Civic organizations and chambers of commerce submitted reports than in 1946.

Agencies Reporting Full-time, Year-Round Leaders

Community year-round recreation service is provided largely by agencies that employ leadership on a full-time basis. These increased in number from 696 to 747 in the two-year period. Municipal agencies employing such leadership increased in number by twelve and one-half per cent; they comprise more than five out of six of all the agencites reporting full-time, year-round leadership. Twenty fewer private agencies reported such leadership in 1948 than in 1946.

The separate recreation department continues to maintain its position as the predominating type of year-round recreation authority; 422 or two-thirds of all the public recreation agencies reporting full-time leadership are separate recreation departments. The prevalence of citizen boards is indicated by the fact that eight out of nine recreation departments have a policy-making or advisory board. These have increased since 1946; that is not true of the recreation departments without a board.

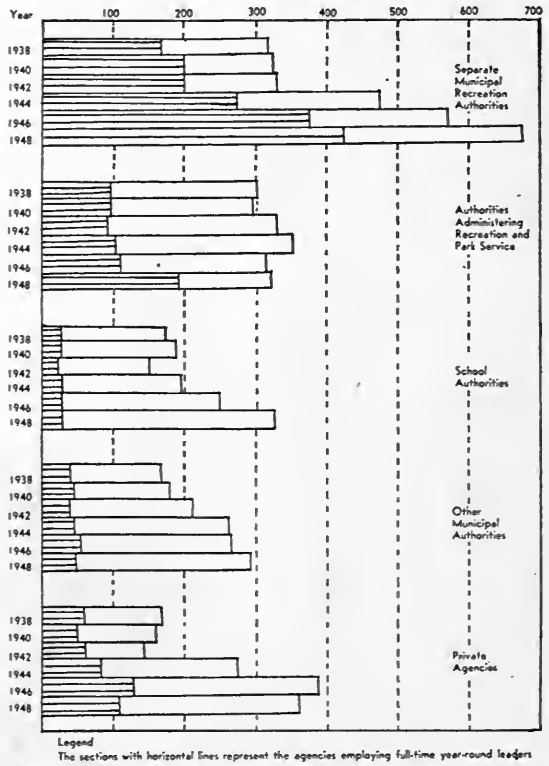
Park authorities, especially park and recreation departments, comprising the next numerous group employing full-time leadership, increased in number from 10 to 142 in the two-year period. Only twenty-nine school departments reported full-time, year-round leaders in 1948—the same number as in 1946. Relatively few of the other types of public recreation authorities employ full-time leaders.

Five out of eight of the separate recreation departments employ leaders on a full-time basis. Forty-five per cent of the park authorities also employed such leadership in 1948, or a larger percentage than in previous years. Less than one-tenth of the school authorities report employing full-time leaders.

Of the 360 private agencies reporting, 108 employed full-time leaders in 1948. More than four-fifths of these agencies were playground and recreation associations or committees and community building or center boards or agencies.

Municipal Authorities

The forms of municipal recreation administration in the cities reporting recreation service in 1948 are summarized as follows:



AGENCIES ADMINISTERING COMMUNITY PROGRAMS, 1938-1948

Managing Authority	*Total Agencies*	*Agencies with Full-Time, Year-Round Leadership*
Authorities Administering Recreation As a Single Function	676	422
Policy-making Recreation and Playground Commissions, Boards, Committees, and Councils	487	284
Advisory Recreation and Playground Commissions, Boards, Committees and Councils	134	92
Recreation and Playground Departments Under a Single Administrator	55	47
Authorities Administering Recreation in Conjunction with Park Service	319	142
Park Commissions, Boards, Departments, and Committees	193	56
Park and Recreation Commissions, Boards, Departments, and Committees	116	79
Departments of Parks and Public Property, Buildings, and so on	10	7
Authorities Administering Recreation in Conjunction with School Services	328	29
School Boards, Departments, and Other School Authorities	328	29
Other Municipal Authorities Administering Recreation Services	294	46
City Managers, City, Town and Borough Councils, County Boards, and Similar Bodies	103	1
Youth Commissions and Youth Center Boards	32	10
Departments of Public Works	16	4
Playfield, Recreation Building and Center Boards and Departments	12	7
Departments of Public Welfare	11	9
Golf Commissions, Boards, and Departments	6	3
Swimming Pool, Beach, and Bath Commissions and Departments	4	2
Departments of Public Service, Utilities or Affairs	3	2
Other Municipal Departments and Commissions	13	6
Department Not Designated	94	2
Grand Total	1,617	639

Private Authorities

Some of these agencies furnish the major recreation service in their localities; others provide a service that supplements the work of governmental recreation agencies.

Managing Authority	*Total Agencies*	*Agencies with Full-Time, Year-Round Leadership*
Playground and Recreation Associations, Councils, and Leagues; Community Service Boards, Committees, and Associations	148	40
Community House, Social Center, and Memorial Building Organizations	57	44
Civic, Neighborhood and Community Leagues, Councils, and Associations	28	4
Luncheon Clubs	20	..
Youth Center Associations; Youth Councils and Committees	18	5
Parent Teacher Associations	12	..
Y. M. C. A.'s	11	..
Athletic and Outing Clubs and Associations	10	1
Park and Playground Trustees and Associations	8	1
Chambers of Commerce and Commercial Clubs	7	1
Industrial Plants	7	6
Welfare Federations, Social Service Leagues, and Community Chests	6	4
Woman's Clubs	6	..
American Legion Posts and Auxiliaries	4	..
Miscellaneous and Undesignated	18	2
Total	360	108

Special Recreation Activities

Activities showing greatest relative gain are those for older people and square dancing.

Recreation departments provide a wide range of recreation activities that serve a great variety of leisure-time interests. The seventy-five activities in the list that follows represent most of the types frequently included in community recreation programs. Several forms of arts and crafts activities appear in the list for the first time, as do fishing and supervised horseback riding. Activities for service personnel are included for the first time since the end of the second World War.

Athletics and games again top the list of activities, ranked according to the number of cities reporting them. They comprise nine out of the ten ranking activities which are, in the order named, softball, baseball, basketball, horseshoes, volleyball, table tennis, swimming, tennis, storytelling, and badminton. The first five retain the same position as in 1946, but tennis has fallen in rank while both table tennis and badminton have advanced in the list. The two activities showing the greatest relative gain since 1946 are activities for older people and square dancing; the increases in the number of cities reporting them were fifty-three per cent and thirty-nine per cent, respectively. Eight of the seventy-five activities were reported by fewer cities.

No information as to the number of individuals participating in the various activities was requested for the year 1948.

Recreation Activities	*Cities Reporting*
Arts and Crafts	
Clay Modeling, Ceramics	692
Graphic Arts	229
Leathercraft	711
Metalcraft	395
Needlecraft	627
Plastics	364
Weaving	645
Woodwork	711
Athletics and Games	
Archery	521
*Athletic Tests	770
Badminton	891
*Baseball	1,383
*Basketball	1,312
†Bowling—Indoor	214
Bowling-on-the-green	103
Boxing	564
Croquet	721
Field Hockey	101
Football—Regulation	349
Football—Six-man	235
*Football—Touch	847
Golf	387
†Handball	269
*Horseshoes	1,240
Paddle Tennis	768
Shooting	129
Shuffleboard	617
Soccer	420
*Softball	1,434
*Table Tennis	1,093
Tennis	1,075
*Track and Field	797
*Volleyball	1,210
Dancing	
Folk Dancing	616
Social Dancing	829
Square Dancing	658
Tap Dancing	245
Drama	
†Drama Clubs	294
Festivals	312
Little Theater Groups	222
Pageants	258
Plays	450
Puppets and Marionettes	211
Storytelling	896
Music	
Choral Groups	357
†Community Singing	482
Orchestras	332
Other Instrumental Groups	334
Outing Activities	
Camping	283
†Gardening	108
Hiking	621
Nature Activities	447
Picnicking	857
Water Sports	
Boating	167
Fishing	258
*Swimming	1,086

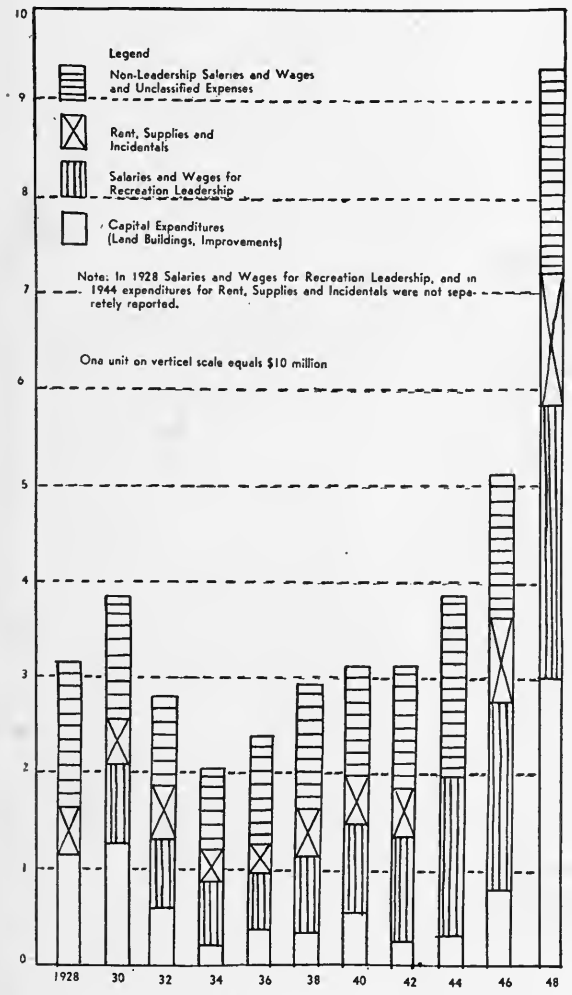
Recreation Activities	Cities Reporting
Winter Sports	
Coasting	357
Ice Hockey	260
Skating	678
†Skiing	236
Tobogganing	155
Miscellaneous	
*Activities for Older People	404
Activities for Service Personnel	115
†Card Clubs	221
Community Celebrations	664
Forums, Discussion Groups	230
Game Room Activities	595
Hobby Clubs or Groups	489
Holiday Observances	552
Model Aircraft	370
*Motion Pictures	614
†Photography	259
Supervised Bicycling	248
Supervised Roller Skating	249
Supervised Horseback Riding	69

*The number of cities reporting this activity represents an increase of more than 100 over the 1946 figure.
†Fewer cities reported this activity in 1948 than in 1946.

Finances

"Community people have been voting millions of their own tax funds for recreation."

Expenditures for community recreation facilities and services reached a new high of $93,804,408 in 1948. This figure represents an increase of eighty-one per cent over 1946 and is more than double the amount reported in any other previous year. When the amount contributed by others to the program of the reporting agencies is added, the total amount reported spent for recreation in 1948 tops ninety-six million dollars. It should be pointed out that some agencies, especially park departments, keep their records in such a way that they cannot determine their total recreation expenditures as requested for use in the YEAR BOOK. These agencies therefore submit incomplete expenditures data.



EXPENDITURES FOR COMMUNITY RECREATION, 1928-1948

Capital expenditures for land, buildings and improvements, which were in excess of $30,000,000, were 140 per cent higher than in 1930, the previous record year. Their volume indicates that many cities, especially those passing recreation bond issues in 1946, 1947 and 1948, were proceeding to carry out development programs—some of which were postponed because of the war—designed to provide needed areas and facilities.

Total salaries and wages, which represent seventy-six per cent of the current operating and maintenance expenditures, rose more than fifty per cent above the 1946 figure. Leadership continued to receive a major share of the amount spent for salaries and wages.

The following table shows the amount reported spent for recreation during 1948, classified as to type of expenditure. The figures in parentheses indicate the number of communities in which the funds were expended. The accompanying diagram illustrates trends in expenditures for community recreation since 1928.

Expenditures

Land, Buildings and Permanent Improvements (745 cities)	$30,272,680
Leadership Salaries and Wages (1,458 cities)	28,257,816
Total Salaries and Wages (1,559 cities)	44,310,391
All Other Expenses (1,440 cities)	13,619,834
Grand Total (1,635 cities)	93,804,408

Sources of Support

Local taxes were the most common source of funds for community recreation again in 1948; in seven out of eight cities the recreation program was financed in whole or in part from this source. Tax funds—local, county, district and state—met the entire cost of the program in sixty per cent of the cities reporting. State funds were reported used for community recreation in 309 communities, a much larger number than ever before. Most of these were in New York State, where money was turned over to localities by the State Youth Commission, and in Pennsylvania and Washington, where the State Education Departments contributed toward the support of local recreation.

The following table indicates the sources of funds spent in the cities in which recreation service was provided in 1948.

Source of Support	*Cities*
Municipal Funds Only	814
Private Funds Only	152
State Funds Only	12
County Funds Only	101
Municipal and Private Funds	424
Municipal and State Funds	152
Municipal and County Funds	36
State and Private Funds	24
County and Private Funds	31
County and State Funds	6
Municipal, State and Private Funds	82
Municipal, County and Private Funds	33
Municipal, County and State Funds	21
County, State and Private Funds	1
Municipal, County, State and Private Funds	26
Unspecified	2
	1,917

The widespread acceptance of recreation as a function of local government to be financed out of tax funds is clearly demonstrated by the analysis of the amounts received from various sources in 1948. More than eighty-eight per cent of the total expended, the source of which was reported, was met from appropriations, tax levies, bond issues and other public funds. Only four per cent was secured from community chests, donations and other private sources. The balance of twelve per cent was derived from fees and charges, and spent directly by the agencies receiving them.

In the table that follows, each city reporting is counted only once, although many of the reporting agencies, especially county authorities, spent money for recreation service in two or more cities.

	Amount	*Per Cent of Total*	*Number of Cities*
Taxes and Other Public Funds	$80,332,734	88%	1,446
Fees and Charges	6,919,395*	8%*	551
Private Funds	3,712,147	4%	648
Total	$90,964,276	100%	1,597

*This amount represents only funds expended directly by the recreation agencies collecting them. In addition, fees and charges totalling $3,265,623 were collected by 190 communities and turned over to local city and county treasuries. Thus, the total amount of fees and charges collected during 1948 was $10,185,018, or more than twelve per cent of the money spent during the year.

Bond Issues

Bond issues for recreation, totalling $21,231,508, were passed in 1948 in sixty-seven cities. The cities reporting, and the amounts of the bond issues passed, are listed below.

Phoenix, Ariz.	$ 1,000,000
Yuma, Ariz.	50,000
Burlingame, Calif.	155,000
Menlo Park, Calif.	150,000
Monterey Park, Calif.	70,000
Redding, Calif.	150,000
San Rafael, Calif.	187,000
Santa Monica, Calif.	685,000
Turlock, Calif.	15,000
Middletown, Conn.	100,000

New Haven, Conn.	20,000
Norwalk, Conn.	100,000
Brunswick, Ga.	600,000
Decatur, Ill.	70,000
Joliet, Ill.	90,000
Rensselaer, Ind.	25,000
Valparaiso, Ind.	25,000
Atchison, Kansas	175,000
Wichita, Kansas	70,000
Baltimore, Md.	2,000,000
Newton, Mass.	265,000
Revere, Mass.	25,010
Roseville, Mich.	30,000
Madison, Minn.	40,000
Minneapolis, Minn.	813,000
Livingston, Mont.	75,000
Fremont, Neb.	350
Berlin, N. H.	100,000
Dunellen, N. J.	10,000
East Orange, N. J.	9,000
Irvington, N. J.	5,500
Linden, N. J.	16,000
Newark, N. J.	213,000
New Brunswick, N. J.	10,500
Plainfield, N. J.	36,000
Ridgefield, N. J.	2,500
Springfield, N. J.	55,000
Teaneck, N. J.	51,000
Albany, N. Y.	75,000
Cheektowaga, N. Y.	36,000
Kingston, N. Y.	23,000
Mount Vernon, N. Y.	8,848
Newcomb-Tahawus, N. Y.	4,000
Ossining, N. Y.	4,000
Rye, N. Y.	95,000
Utica, N. Y.	21,300
Warwick, N. Y.	5,000
Yonkers, N. Y.	45,500
Canton, N. C.	75,000
Reidsville, N. C.	50,000
Cleveland, Ohio	3,000,000
Massillon, Ohio	11,500
Youngstown, Ohio	52,500
Ontario, Ore.	100,000
Springfield, Ore.	285,000
Philadelphia, Pa.	4,250,000
Topton, Pa.	30,000
Newport, R. I.	15,000
Corpus Christi, Texas	150,000
El Paso, Texas	100,000
Barre, Vt.	90,000
Alexandria, Va.	250,000
Seattle, Wash.	2,500,000
Waupun, Wisc.	5,000
Honolulu, Hawaii	2,300,000
Hanover, Ontario, Canada	6,000
Regina, Sask., Canada	150,000
	$21,231,508

Recreation departments provide a wide range of activities that serve a great variety of leisure-time interests.

World at Play

Marbles, snails, puppy dog tails—and such are little boys made of.

Progress Report—The rapid growth of local recreation facilities in Los Angeles, taking place under provisions of the city's playground bond issue passed in 1947, was reflected recently in a progress report for the past year filed with the City Recreation and Park Commission. The bond program calls for forty-three new playgrounds plus other recreation facilities to be completed over a six-year period. In a little more than one year since the first bond funds became available, the department reported:

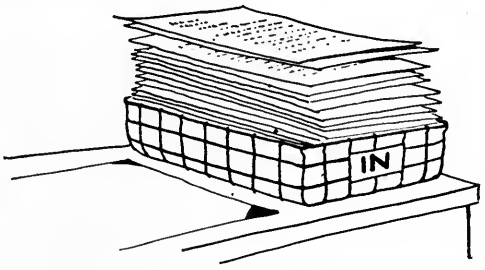
Twenty-eight new playground sites acquired or in process of acquisition; twelve other playground sites, previously owned but undeveloped, now in process of site planning and development; land additions to enlarge six existing playgrounds; one community clubhouse completed, and five clubhouses and two fieldhouses under construction; architects' plans being drawn for fourteen community recreation buildings, and one children's camp; of ten major swimming pools planned, one completed and six more being designed; many miscellaneous playground improvements.

Making Ends Meet—With a comparatively small expenditure per capita during the war and post-war period, Dubuque, Iowa, has managed to provide a year-round recreation program for its citizens. However, most of these special activities, and others in the fall and winter months, are successfully co-sponsored by local business and civic clubs and assisted by individuals interested in the recreation commission's program. Among the features offered in the spring are the city-wide marble and kite tourneys, Easter crafts exhibit, city-wide fishing contest, tennis instruction and junior meets, boys' baseball schools, recreation leaders training institute—open to the entire community, leadership to club groups, social recreation, square dancing and program planning.

Twelve city playgrounds, open for eight summer weeks, offer sports, handcrafts, dramatics, music and dancing. During this period, there are also baseball leagues for boys and men, softball leagues for everyone, swimming instruction and meets, softball, baseball, horseshoe, volleyball and other city-wide meets, and a playground circus.

The Hawaiian Touch—Hula, ukulele, lauhala or Hawaiian music classes—Honolulu children and their mothers may take their choice. Youngsters and their parents—dad included—can also learn how to swim and to play tennis. If they like, they may attend several of the competitive sports events; dance in, or just watch, the annual April Folk Dance Festival; or applaud a new musical comedy, starring high school students. The Playground Directors' Association of Hawaii has tried to make certain that a wide variety of recreation activities will be available to everyone.

Tables of Playground and Community Recreation Statistics for 1948



Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: Number Employed Full Time Year Round: Men	Paid Recreation Leadership: Number Employed Full Time Year Round: Women	Volunteer Workers: Activity Leaders	Volunteer Workers: Others	Playgrounds Under Leadership, Number: Total	Playgrounds Under Leadership, Number: Year Round	Playgrounds Under Leadership, Number: Summer Only	Recreation Buildings, Number: Large	Recreation Buildings, Number: Others	Indoor Recreation Centers, Number: Schools	Indoor Recreation Centers, Number: Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: All Other Expenses	Expenditures Last Fiscal Year: Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Alabama																															
1	Bessemer	22,000	Park and Recreation Board	4	11	....	....	....	5	9	....	....	1	....	7	....	....	2	....	....	....	6	....	1	3	2,500	....	....	....	25,000	M, P	1
2	Birmingham	325,000	Park and Recreation Board	39	15	6	6	65	7	28	10	18	6	5	....	....	....	17	....	1	2	3	1	5	100	20,258	56,195	118,420	30,538	169,217	M	2
3	Columbiana	1,500	Park and Recreation Board	1	....	....	....	20	5	1	....	1	....	....	1	....	....	1	....	....	....	1	....	....	....	....	900	900	300	1,200	P	3
4	Dothan	22,500	Recreation Department[1]	3	3	1	1	30	35	9	....	2	2	....	....	....	....	1	....	....	....	3	....	....	....	3,500	10,000	11,500	6,000	21,000	M	4
5	Fairfax	6,000	West Point Manufacturing Company	1	....	1	....	15	14	1	....	1	....	....	1	1	....	1	....	....	....	1	....	....	2	....	....	3,600	10,400	14,000	P	5
6	Florence	25,000	Recreation Department	4	5	....	1	....	5	7	5	2	....	1	2	....	....	....	....	....	....	....	....	1	3	1,274	6,667	6,667	2,952	[2]10,893	M, P	6
7	Gadsden	60,000	Department of Recreation[1]	12	20	1	....	65	5	23	1	22	1	....	2	....	....	6	....	....	....	10	....	....	3	5,000	20,000	24,000	6,000	35,000	M	7
8	Lanett	11,000	West Point Manufacturing Company	2	2	2	1	34	18	2	....	1	1	....	....	....	1	1	....	....	....	1	....	1	2	....	9,320	9,320	16,680	26,000	P	8
9	Langdale	5,000	West Point Manufacturing Company	2	....	1	....	25	15	1	....	1	1	....	....	....	....	1	....	....	....	1	1	....	2	....	....	4,000	8,000	12,000	P	9
10	Mobile	200,000	City Recreation Department	21	11	3	11	....	....	11	11	....	4	2	....	....	....	6	....	....	....	7	1	2	13	2,672	54,739	56,539	8,351	[2]67,562	M	10
11	Montgomery	105,000	Department of Recreation	18	8	[6]	[8]	....	....	18	17	1	....	2	....	....	....	4	....	....	....	6	....	2	14	....	....	....	....	59,885	M	11
12	Opelika	12,000	Park and Recreation Board	4	9	....	[1]	3	5	7	....	1	....	1	4	1	....	....	....	....	....	2	....	1	..	25,812	3,452	5,789	6,100	[2]37,702	M, C	12
13	Opp	6,000	Parks and Recreation Commission	2	....	....	....	7	6	6	3	2	....	....	1	2	2	2	....	....	....	3	....	2	2	19,000	1,500	1,500	4,000	24,500	M, C, P	13
14	Ozark	4,500	City Recreation Department[4]	1	3	....	2	35	199	1	....	1	....	....	....	....	....	....	....	....	....	....	....	1	2	1,000	6,900	7,900	2,210	11,110	M, C, P	14
15	Phenix City	23,000	Park and Recreation Board	3	1	2	....	....	5	2	1	1	1	....	....	....	....	2	....	....	....	1	....	1	....	1,200	5,600	6,200	2,200	9,600	M	15
16	Riverview	2,000	West Point Manufacturing Company	2	....	2	....	11	17	1	....	1	1	....	....	....	....	1	....	1	....	1	....	....	1	.....	4,780	4,780	3,020	7,800	P	16
17	Shawmut	4,000	West Point Manufacturing Company	1	....	1	....	12	9	1	....	1	....	2	....	....	....	1	....	....	....	2	....	....	1	.....	....	3,200	7,000	10,200	P	17
18	Sylacauga	18,000	City Recreation Department[4]	2	8	....	3	2	10	5	1	4	1	3	3	....	2	1	....	....	....	....	1	....	1	6	4,645	8,230	10,837	4,211	[2]19,693	M, P	18
19	Tuscaloosa	40,000	Community Center Board[5]	1	1	1	1	1	8	2	2	....	1	....	....	....	....	....	....	....	....	2	....	....	2	.....	....	5,198	1,802	7,000	P	19
20	Tuskegee	3,500	Macon County Board of Education and City of Tuskegee	1	....	....	....	....	....	2	....	2	....	....	1	1	....	1	....	....	....	....	....	1	2	.....	1,050	[6]1,050	.....	[6]1,490	M, C	20
	Arizona																															
21	Bisbee	22,000	Community Center Board	....	....	....	....	4	20	....	....	....	1	....	....	....	....	....	....	....	....	....	1	....	....	.....	.....	2,700	3,975	[2]6,675	M, P	21
22	Flagstaff	10,000	Recreation Association	2	1	....	....	4	15	1	....	1	....	....	....	2	....	....	....	....	....	2	....	....	....	1,000	2,000	2,000	1,500	4,500	M, P	22
23	Globe	7,500	Summer Recreation Association	1	1	....	....	12	8	....	....	....	....	....	1	....	1	1	....	....	....	....	....	1	....	.....	1,200	[6]1,200	.....	[6]1,200	M, P	23
24	Nogales	7,000	Recreation Department[1]	2	....	[1]	....	7	20	2	1	1	2	1	....	....	1	3	....	....	....	1	....	....	....	1,060	.....	3,990	542	[2]6,192	M, C, P	24
25	Phoenix	125,000	Parks and Recreation Department	23	12	4	2	....	....	27	15	12	....	6	....	1	1	5	....	....	1	19	....	4	13	2,000	54,220	[6]54,220	.....	162,180	M	25
26	Safford[7]	5,000	Gila Valley Recreation Association	3	2	....	....	7	5	6	....	6	....	....	....	....	....	6	....	....	....	8	....	3	8	500	900	2,700	2,000	5,200	P	26
27	Tucson	56,000	Recreation Department	60	9	11	2	....	7	13	8	1	2	2	1	....	....	3	....	....	....	1	....	5	2	.....	28,855	48,999	12,668	61,667	M	27
28	Winslow	9,225	Parks Department—City Council	2	....	....	....	3	7	2	....	2	....	....	....	....	....	3	....	....	....	2	....	1	3	.....	....	....	....	9,000	M	28
29	Yuma	14,000	Department of Parks and Recreation	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	1	2	23,000	2,100	2,100	3,000	[2]28,100	M	29
	Arkansas																															
30	Arkadelphia	6,100	Parks Commission	2	1	....	....	45	30	1	....	1	....	1	1	....	1	1	....	....	....	1	....	....	6	6,250	1,000	1,000	300	[2]7,550	M, P	30
31	Eureka Springs	2,700	City and Woman's Club	....	1	....	....	1	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	150	150	.....	[2]150	M	31
32	Fayetteville	13,000	City Park Department	3	3	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	.....	6,000	4,000	16,000	M	32
33	Fort Smith	50,000	Department of Public Works	1	6	....	....	4	9	5	....	5	....	3	....	....	1	1	....	....	....	4	....	2	6	250,000	6,000	[6]6,000	.....	271,000	M, C, S, P	33
34	Pine Bluff	40,000	Park Commission	1	....	....	....	....	10	....	....	....	....	....	....	5	....	....	....	....	....	1	....	1	3	.....	....	....	....	20,000	M	34
35	Texarkana[8]	58,000	Department of Parks and Recreation	7	2	....	1	3	13	5	....	5	....	....	....	3	1	2	....	....	....	3	....	1	1	8,473	[6]1,730	8,555	1,945	18,973	M, P	35
	California																															
36	Alameda	89,906	{Recreation Department	11	17	1	13	....	....	8	8	....	....	11	....	1	1	4	1	....	....	....	....	....	9	8,543	53,840	74,444	11,350	[2]94,337	M	36
			{Golf Course Department	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	.....	.....	45,000	.....	45,000	M	a
37	Albany	20,000	Recreation Department[4]	7	6	3	1	1710	225	6	6	....	2	4	....	2	4	2	....	....	....	2	....	....	7	.....	31,381	36,724	4,350	[2]41,074	M	37
38	Alhambra	52,187	Parks and Recreation Department	21	7	1	2	....	7	14	12	2	....	1	....	....	....	....	....	....	....	18	....	1	9	450,000	28,931	[6]28,931	.....	[2]507,074	M	38
39	Alturas	2,900	{Recreation Club	1	2	....	....	8	....	1	....	1	....	....	1	....	....	....	....	....	....	....	....	....	....	.....	1,000	1,300	500	[2]1,800	M	39
			{Recreation Commission[1]	1	3	....	....	....	5	1	....	1	....	....	1	....	1	....	....	....	....	....	....	....	....	.....	621	624	102	726	M	a
40	Arcadia	21,000	Department of Recreation[1]	[2]16	....	1	....	....	5	5	1	4	....	....	1	....	....	1	....	....	....	....	....	....	....	.....	.....	4,991	2,151	[2]7,142	M	40
41	Arcata	3,500	Recreation Commission	2	2	....	....	4	6	1	....	1	....	....	1	1	....	1	....	....	....	....	....	1	....	.....	1,432	1,432	400	[2]1,832	M	41
42	Arroyo Grande	8,000	South San Luis Obispo Recreation Commission	1	....	....	....	13	14	2	1	1	....	....	2	....	....	....	....	....	....	1	....	....	1	.....	935	935	900	[2]1,835	M	42
43	Auburn District	10,000	Recreation, Park and Parkway District	14	3	....	....	24	55	4	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	75	1,032	2,305	962	[2]3,402	M	43
44	Avenal[10]	5,000	Reef—Sunset Union Elementary School District	2	....	....	....	4	....	2	....	2	....	....	3	....	1	....	....	....	....	2	....	1	4	.....	834	834	148	982	M, C, S	44
45	Beaumont	4,500	City Recreation Committee	1	1	....	....	20	6	4	....	4	....	....	1	4	2	....	....	....	....	2	....	....	2	.....	800	800	500	[2]1,300	M, P	45
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Berkeley	105,000	Recreation Department[1] and School Board	39	21	6	1	...	...	25	23	2	2	4	...	...	...	6	1	...	...	1	2	...	15	13,457	89,632	147,755	74,521	235,733	M	1
2	Bloomington	10,000	Youth Coordinating Council	2	2	...	...	6	8	1	1	...	1	...	1	...	1	...	...	...	...	1	...	...	1	.....	590	590	500	[2]1,090	C, P	2
3	Brawley	14,000	Recreation Association	6	...	...	...	8	11	2	2	...	...	2	2	...	...	...	...	...	...	2	1	...	...	1,200	3,728	4,090	4,131	[3]9,421	P	3
4	Burbank	80,000	Recreation Department, School District Parks and Recreation Commission	32 33	21 11	... 7	... 4	... 16	... 6	14 7	14 3	... 4	... 1	... 2	14 ...	... ...	... ...	2 1	... ...	... ...	... ...	... 5	... ...	2 1	10 12	 217,139	29,507 45,029	31,007 48,230	2,110 23,701	33,117 289,070	M, C, S M	4 a
5	Burlingame	18,788	Recreation Board[1]	8	8	2	...	...	5	2	2	...	2	1	5	...	...	1	...	...	...	1	...	1	6	.....	12,700	13,500	4,815	[2]18,315	M	5
6	Chico	20,000	Recreation Department[4]	7	4	1	...	19	15	6	3	3	...	...	2	...	1	...	...	...	...	1	...	...	6	.....	6,961	7,600	1,200	8,800	M, P	6
7	Claremont	4,000	Recreation Department[4]	7	5	...	...	...	...	2	...	2	...	...	...	1	1	2	...	...	...	...	...	1	1	8,000	3,000	4,000	2,000	14,000	M	7
8	Coalinga	6,300	Recreation Committee	6	5	2	3	...	...	3	2	1	...	...	1	...	...	4	...	...	...	...	1	...	4	3,000	9,000	9,000	7,000	19,000	S	8
9	Compton[11]	100,000	Playground and Recreation Department, School District	24	10	1	...	9	5	6	5	1	...	...	6	...	...	6	...	...	...	18	...	1	16	.....	25,891	29,081	2,298	31,379	M	9
10	Corcoran	3,000	City and Public Schools	1	2	...	...	4	...	2	...	2	1	...	1	...	...	...	...	...	...	...	...	...	...	.....	1,325	1,325	200	[2]1,525	M, C, P	10
11	Corona	11,000	City Recreation Department[4]	6	4	1	...	...	6	8	3	3	...	2	2	...	...	3	...	...	...	2	...	...	1	.....	5,000	6,800	5,000	11,800	M, P	11
12	Coronado	17,000	Department of Recreation[1]	7	4	1	...	...	7	1	...	1	...	2	...	...	...	...	1	...	...	...	...	1	...	2,500	9,601	10,681	1,919	15,100	M	12
13	Covina	4,200	City of Covina	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	.....	1,516	1,803	59	1,861	M	13
14	Daly City	12,000	Department of Recreation[1]	5	6	...	...	4	7	5	3	2	1	2	3	2	...	2	...	...	...	2	...	...	4	137	6,947	9,147	2,895	12,179	M	14
15	Davis	3,000	Recreation Commission	2	2	...	...	6	5	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	13	690	690	20	724	M	15
16	Dunsmuir	4,500	Recreation District	2	...	...	...	3	...	3	...	1	...	...	...	...	...	...	...	...	...	3	...	1	...	1,100	2,400	2,500	700	[4]4,300	C, P	16
17	East Bay District[12]	606,123	East Bay Regional Park District	20	3	5	2	...	...	1	1	...	2	1	...	...	...	...	...	...	1	6	...	2	4	100,000	25,000	[6]25,000	.....	197,500	M, C	17
18	El Monte	7,702	Recreation Department, School District	9	5	...	...	37	12	7	6	1	...	...	4	15	...	...	...	...	...	8	...	...	...	2,200	10,000	13,300	2,500	[2]18,000	M, C	18
19	El Segundo	10,000	Recreation Department[4]	1	3	...	...	...	5	3	2	1	...	...	4	...	...	2	1	...	...	5	2	1	6	.....	.....	.....	.....	[2]25,000	M	19
20	Emeryville	2,521	Unified School District	2	2	2	...	...	...	2	2	...	...	1	...	...	1	1	...	...	...	1	...	...	2	.....	7,800	9,000	1,000	[2]10,000	M	20
21	Eureka	21,077	Recreation Department[1]	6	2	2	...	16	27	6	5	1	1	1	3	4	1	1	...	...	...	1	...	...	6	1,425	10,136	12,098	1,908	[2]15,431	M	21
22	Fairfax	3,700	Recreation Committee, Park Commission	2	1	...	...	10	10	1	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	.....	500	610	84	694	M	22
23	Fillmore	3,800	Coordinating Council	3	2	...	...	...	...	1	...	1	...	...	1	...	...	...	...	...	...	1	...	1	2	.....	1,820	1,820	212	[2]2,032	P	23
24	Fresno	90,000	City Recreation Department	19	18	2	1	...	...	18	15	3	2	5	7	...	...	14	...	...	1	13	...	1	33	10,664	46,462	81,180	22,450	[2]114,294	M	24
25	Galt	1,300	Galt Area Coordinating Council	...	5	...	...	7	6	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	.....	315	315	225	540	P	25
26	Garvey	24,000	School District	3	3	...	...	...	...	4	...	4	...	...	1	...	...	...	...	...	...	4	...	...	...	.....	3,169	3,169	600	3,769	M, C	26
27	Glendale	150,000	Parks and Recreation Department	75	25	2	1	45	5	17	2	...	1	3	4	11	...	...	...	...	...	3	...	1	11	100,000	32,000	40,000	75,000	215,000	M	27
28	Hayward[13]	75,000	Hayward Area Park, Recreation and Parkway District	29	16	4	5	130	155	22	20	2	...	1	19	4	...	2	...	...	...	11	...	...	5	2,306	55,024	55,024	16,826	[2]74,156	C	28
29	Healdsburg	3,000	Recreation Committee	2	1	...	...	7	16	2	...	2	2	...	1	1	2	1	1	...	...	2	...	...	4	.....	600	1,000	200	[2]1,200	M, P	29
30	Huntington Park	33,000	Department of Recreation[1]	6	7	1	1	1	22	3	2	1	...	1	...	...	1	1	...	...	...	2	...	...	9	42,466	22,885	44,660	13,687	[2]100,813	M	30
31	Inglewood	45,000	City Park, Recreation Department	19	1	2	1	396	47	9	...	1	1	1	...	...	...	1	...	...	...	4	...	2	4	2,000	.....	22,100	13,350	[2]37,450	M, P	31
32	La Verne	4,075	Recreation Commission	2	2	...	...	4	5	2	...	2	...	...	2	...	...	1	...	...	...	4	...	...	1	2,500	1,920	1,920	.....	[4]4,420	C, P	32
33	Lennox	18,000	School District	1	4	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	.....	.....	.....	.....	.....	M	33
34	Livermore	4,700	Livermore Area Park, Recreation and Parkway District	3	1	[3]1	[3]1	6	9	3	1	2	...	...	1	...	...	...	...	...	...	1	...	...	...	.....	2,838	2,918	1,181	[4]4,099	M, P	34
35	Lodi	15,000	Recreation Department[1]	25	10	3	1	1	7	5	3	2	...	...	6	4	...	2	1	...	...	3	1	...	6	.....	25,000	25,000	15,000	[2]40,000	M, C	35
36	Lompoc	6,000	Recreation Department[4]	5	...	1	...	10	8	2	...	2	1	...	...	...	1	1	...	...	...	1	...	...	2	1,887	4,929	7,549	5,142	14,577	M, C	36
37	Long Beach	260,000	Recreation Commission Golf Division, Public Service Department	206 1	139 ...	21 1	50 ...	266 ...	17 6	55 ...	51 ...	4 ...	5 ...	17 ...	6 ...	1 ...	2 ...	10 ...	4 ...	... ...	... 1	52 1	... ...	... ...	30 ...	49,300 1,190	252,282	319,067 83,826	136,673 15,150	[5]505,040 100,166	M M	 a
38	Los Altos	8,000	P.T.A. Recreation Committee	3	1	...	...	...	7	1	...	1	...	...	1	...	...	...	...	...	...	4	...	...	...	.....	1,215	1,295	350	[2]1,645	P	38
39	Los Angeles	1,956,397	Physical and Health Education and Youth Services Branch, School District Department of Recreation and Parks	723 267	426 189	18 97	8 67	... 171	... 5	285 83	285 83	... ...	... 38	... 22	61 ...	... 21	... 1	37 35	... 2	... 3	... 2	178 99	... ...	... 22	64 150	 398,605	454,229 592,772	454,229 1,393,676	53,500 811,191	507,729 2,603,472	M M, P	39 a
40	Los Angeles County[14]	3,818,713	County Department of Parks and Recreation	159	85	48	42	...	...	96	55	41	4	27	20	9	...	3	11	...	1	30	...	4	27	.....	284,852	[6]284,852	.....	[6]284,852	C	40
41	Lynwood	23,600	Recreation Commission	15	8	1	[3]1	11	10	6	1	5	1	...	...	...	...	2	...	...	...	...	...	...	...	133,923	3,836	7,036	3,450	144,409	M, P	41
42	Manhattan Beach	14,000	Recreation Department[1]	5	2	2	...	2	7	3	2	1	...	2	1	...	1	1	1	...	...	2	...	1	4	2,000	6,500	7,340	1,600	10,940	M	42
43	Martinez	8,000	Recreation Dept.[1] and City Council	6	6	...	...	...	5	2	1	1	...	...	3	...	1	1	...	...	...	1	...	1	1	.....	4,874	10,345	4,438	[2]14,783	M, P	43
44	Menlo Park	7,000	Recreation Department[1]	2	...	[3]1	...	3	4	1	...	1	2	1	1	...	...	2	...	...	...	1	...	1	3	75,000	3,325	4,050	1,624	[2]81,674	M, C, S, P	44
45	Modesto	40,000	City Recreation Department[4]	17	13	1	2	60	5	12	...	3	2	...	7	...	...	1	...	...	...	1	...	...	7	668	.....	23,770	5,762	[2]30,200	M, C	45
46	Monrovia	18,000	City Recreation Commission	7	6	...	...	...	...	5	...	5	...	...	7	...	...	1	...	...	...	6	...	...	4	2,750	4,200	6,500	800	[2]10,050	M, C, S	46
47	Monterey	25,000	Recreation Dept., Public Schools	9	15	...	...	...	...	10	7	...	...	4	1	...	...	1	1	...	...	7	...	1	12	.....	14,000	14,000	3,000	17,000	M, C, S	47
48	Monterey Park	[15]8,531	Park and Playground Commission	1	1	...	...	10	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	...	3	.....	1,500	2,000	1,000	3,000	M	48
49	Mountain View	7,500	Recreation Department[1]	4	1	...	...	6	2	2	...	2	...	...	...	1	...	1	...	...	...	1	...	1	...	950	2,095	2,245	293	3,488	M, P	49
50	Napa	15,000	Recreation Commission	8	8	...	...	27	5	8	4	4	1	...	...	...	...	2	...	...	...	...	...	1	8	.....	6,000	6,000	1,000	[2]7,000	M	50
51	National City	21,500	Park and Recreation Department	4	2	2	...	4	11	4	3	1	2	4	...	...	...	1	...	...	...	3	...	1	4	.....	7,116	9,746	1,697	[2]11,443	M	51
52	Newhall	4,500	School District	1	1	...	...	...	...	1	1	...	...	1	...	...	...	1	...	...	...	1	...	...	2	.....	2,375	2,375	300	2,675	M	52
53	Oakdale	4,000	City Recreation Department[4]	1	2	...	...	10	7	1	...	1	...	1	...	1	...	2	...	...	...	3	...	...	3	.....	650	700	125	[3]825	M, P	53
54	Oakland	[16]409,000	Recreation Department[4]	162	141	11	15	454	33	81	67	...	4	18	40	7	...	21	1	...	1	152	...	1	46	97,097	268,577	457,308	191,246	[2]745,650	M	54
55	Oildale	20,000	Standard School	5	2	...	...	...	...	10	1	9	...	...	...	...	...	2	...	...	...	2	...	...	2	.....	2,358	3,511	775	4,286	M, C	55
56	Oxnard	25,000	Department of Public Recreation[4]	7	5	2	...	4	9	5	3	2	1	1	...	...	...	...	...	...	...	1	...	...	3	3,723	11,195	13,182	4,272	[2]21,177	M, P	56
57	Pacific Grove	9,000	City Recreation Department[4] City of Pacific Grove	7 5	2 1	... 3	...	3 ...	15 ...	3 ...	...	3 ...	1 ...	1 ...	...	...	...	1 ...	1 ...	... ...	... 1	1 ...	... ...	... 1	5 ...	750	8,655 16,789	8,655 10,763	4,422 27,552	13,827 M	M, P a	57
58	Palo Alto	24,000	Community Center and Recreation Department[4]	29	17	5	6	4127	1489	8	8	...	1	3	3	1	8	2	...	...	...	1	...	2	10	3,228	42,170	72,165	32,760	[2]104,925	M	58
59	Paramount	22,000	Recreation Dept., Public Schools	5	4	...	...	...	...	4	2	...	...	1	3	...	4	...	...	...	...	12	...	...	...	.....	.....	9,000	1,000	10,000	M	59
60	Pasadena	106,000	Park Department Department of Recreation[1] Pasadena Civic Auditorium	3 50 1	... 37 ...	... 6 1	... 5 ...	... ...	... 150 ...	... 27 ...	... 17 ...	... 1 ...	 1	... ...	... 20 ...	... ...	... ...	2 12 ...	... ...	2	1	4 99 ...	... ...	2 2 ...	... 65 ...	37,000	..... 76,600 12,834	..... 95,229 71,571	..... 12,251 84,405	[17]200,000 [2]107,480 M	M M, C b	60 a
61	Petaluma	11,500	Dept. of Recreation, Parks and Music	13	14	...	...	15	24	6	4	2	...	...	...	...	...	1	...	...	...	...	...	...	4	421	6,023	6,023	2,456	[3]9,900	M, P	61
62	Piedmont	11,000	City Council and Recreation Commission[1]	3	5	3	1	...	7	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1,500	18,379	20,959	2,000	24,459	M	62
63	Pomona	34,000	Recreation Department[4]	12	9	2	1	10	6	14	11	3	2	1	8	...	...	6	...	...	...	16	...	...	12	10,700	15,000	18,700	10,000	[3]39,400	M, S	63
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: Number Employed Full Time Year Round: Men	Paid Recreation Leadership: Number Employed Full Time Year Round: Women	Volunteer Workers: Activity Leaders	Volunteer Workers: Others	Playgrounds Under Leadership, Number: Total	Playgrounds Under Leadership, Number: Year Round	Playgrounds Under Leadership, Number: Summer Only	Recreation Buildings, Number: Large	Recreation Buildings, Number: Others	Indoor Recreation Centers, Number: Schools	Indoor Recreation Centers, Number: Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: All Other Expenses	Expenditures Last Fiscal Year: Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	California—Cont.																															
1	Port Chicago	2,500	Bay Point Recreation Committee	1	....	1	....	....	8	2	1	1	....	1	....	1	....	....	....	....	....	2	....	....	1	.....	3,420	3,420	868	[4]4,288	M	1
2	Red Bluff	4,735	City Council	1	3	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	1	....	.....	1,859	2,386	2,426	4,812	M, P	2
3	Redding	12,000	Recreation Department[4]	5	2	1	....	105	45	1	....	1	....	....	4	....	....	1	....	....	....	2	....	....	2	.....	8,714	9,575	2,425	[12]12,000	M	3
4	Redondo Beach	23,350	Recreation and Playground Commission[1]	21	9	1	....	8	9	5	5	....	....	2	....	2	....	1	1	....	....	6	....	....	14	8,425	7,101	18,551	1,450	[28]28,426	M, C	4
5	Redwood City	20,000	Recreation Department[1]	23	8	2	....	....	....	14	....	7	1	1	....	....	....	1	....	....	....	2	....	....	2	107,656	14,517	14,517	4,416	126,589	M	5
6	Richmond	110,000	Department of Recreation and Physical Education—Board of Education	23	30	2	9	....	....	19	19	....	....	....	16	10	4	4	....	....	....	12	1	....	6	.....	80,427	88,947	12,128	[1]101,075	M	6
7	Riverside	50,000	Recreation Department[4] Department of Parks	7	7	1	3	....	7	8	5	3	4	3	6	....	2	3	....	....	....	6	....	....	3	.....	28,593	32,445	8,826	[4]41,271 7,800	M M	7 a
8	Roseville	10,000	Recreation Department	3	1	....	[1]1	3	2	6	3	3	....	....	1	....	....	....	....	....	....	1	....	....	4	.....	2,313	2,313	2,470	[4]4,783	M	8
9	Sacramento	131,108	City Recreation Department	40	30	10	5	....	....	22	19	3	2	2	7	....	1	....	....	1	1	5	....	2	17	19,500	67,802	191,748	66,825	278,073	M	9
10	Salinas	15,000	Recreation Department[1]	4	13	1	4	2	5	6	3	3	1	2	1	....	2	....	....	....	....	3	....	....	5	46,800	16,750	18,350	5,485	70,635	M	10
11	San Bernardino	67,000	Recreation Department[4] Park Commission	7	4	4	1	600	35	8	2	2	....	2	4	....	....	1 1	....	....	....	7	....	2	10	209,000	22,240	24,220	13,461	37,681 [9]209,000	M M	11 a
12	San Carlos	11,000	Recreation Department[1]	5	5	1	....	38	96	2	1	1	....	1	....	....	....	1	....	....	....	1	....	....	3	.....	6,327	6,327	1,670	[7]7,997	M	12
13	San Clemente	1,736	City Council	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	....	....	....	1	2	.....	.....	15,931	4,760	20,691	M	13
14	San Diego	392,000	Recreation Division, Park and Recreation Department	93	46	40	29	162	308	51	46	5	10	19	9	....	....	7	13	1	1	11	1	1	27	35,021	274,701	461,515	99,066	[5]595,601	M	14
15	San Diego County	425,000	County Recreation Department[4]	9	1	2	1	14	....	3	....	3	1	....	12	....	....	....	8	....	....	6	....	1	3	4,275	12,505	12,505	10,285	27,065	C	15
16	San Dimas	3,500	Elementary School District	3	2	....	....	3	8	1	1	....	....	1	1	....	1	....	....	....	....	1	....	....	1	.....	4,700	4,700	650	[5]5,350	M, C, P	16
17	San Francisco	830,000	Recreation Commission Park Department	216 18	110 1	36 12	53 1	....	7	106 5	86 5	20	8	41	19	16	5	15 4	....	....	3	33 8	1	1	86 64	259,339	514,455 45,196	937,658 142,178	107,507 40,000	1,304,504 182,178	M M	17 a
18	San Jose	86,500	Recreation Department[1]	25	15	3	2	40	7	20	19	1	....	3	7	3	....	10	....	....	....	32	2	2	29	94,500	50,055	61,322	6,455	[2]162,277	M	18
19	San Leandro	26,700	Department of Recreation[1]	11	3	[1]1	....	40	45	5	4	1	....	....	1	....	....	1	....	....	....	1	....	1	9	109,131	.....	13,985	2,846	[2]125,962	M	19
20	San Luis Obispo	15,000	Park, Playground and Recreation Commission	7	4	....	[1]1	....	5	3	....	2	1	....	....	....	....	....	....	....	....	....	1	....	....	5,463	4,428	9,438	3,073	[2]17,974	M, P	20
21	San Marino	10,656	Recreation Commission	3	8	....	....	1	1	4	4	....	....	....	2	....	....	....	....	....	....	13	....	....	3	538	6,959	6,959	343	[2]7,839	M	21
22	San Mateo	38,600	San Mateo Union High School District Park and Recreation Department	6 8	14	....	4	....	25	8	1	....	....	2	3	1	....	3	....	....	1	....	....	2	6	379	3,655	5,477 18,448	886	6,363 [2]64,406	M M	22 a
23	San Mateo County[10]	250,000	County Recreation Commission[1]	24	7	5	....	18	85	10	6	4	....	2	7	....	....	3	11	....	....	2	....	2	4	91,282	26,632	80,214	42,350	[2]213,846	C	23
24	San Pablo	21,000	Elementary School District	5	15	....	....	....	....	4	4	....	....	....	4	....	....	....	....	....	....	4	....	....	....	.....	6,000	6,000	3,000	9,000	M, C	24
25	San Rafael	18,000	Recreation Commission	4	1	....	....	....	17	4	....	4	....	....	....	....	....	1	....	....	....	....	....	1	....	.....	2,056	2,056	944	3,000	M	25
26	Santa Ana	46,000	Recreation Department[4]	21	16	2	1	....	7	16	14	1	....	1	2	....	....	....	....	....	....	3	....	1	25	.....	33,311	33,311	6,765	[4]40,076	M	26
27	Santa Barbara	43,000	Recreation Commission City Park Department	23	5	2	2	....	7	17	5	4	3	2	5	....	....	2	2	....	....	12 3	....	1	14	.....	21,937	31,358	7,396	[3]38,754 36,604	M, C M	27 a
28	Santa Cruz	28,000	City Recreation Department[1]	4	4	2	1	6	14	4	2	2	....	....	1	....	....	1	....	....	....	2	1	....	5	.....	.....	12,000	3,000	[1]15,000	M	28
29	Santa Maria	12,500	Recreation Department[4]	3	3	2	....	17	4	3	....	1	2	1	....	....	1	1	....	....	....	1	1	....	3	.....	7,700	9,230	3,125	12,355	M, C	29
30	Santa Monica	75,000	Recreation Department, City Schools Department of Recreation[1]	45 26	24 8	....	....	25 31	....	10 5	10 5	....	....	....	10 1	....	....	2 1	....	....	....	36 3	....	....	15 6	.....	23,706 81,931	23,706 97,271	617 52,513	24,323 168,996	M M	30 a
31	Shafter	5,000	Recreation Commission[1]	6	3	....	....	4	....	2	....	2	1	....	....	....	....	1	....	....	....	3	....	3	4	.....	3,800	4,200	700	4,900	M, C	31
32	South Gate	49,000	Parks and Recreation Department	6	3	1	1	44	5	2	2	....	....	4	....	....	2	2	....	....	....	8	....	....	10	295,000	11,853	16,053	2,230	[3]325,116	M	32
33	South Pasadena	18,000	Department of Recreation[4]	10	5	1	....	11	45	5	1	4	....	2	4	....	....	2	....	....	....	11	....	1	10	1,000	10,135	14,300	6,314	[2]21,614	M	33
34	South San Francisco	17,000	City Recreation Department[4]	4	8	....	....	....	....	7	1	5	....	2	4	....	....	1	....	....	....	1	....	....	4	90,000	6,990	7,170	2,727	[2]99,897	M	34
35	Stockton	74,149	Recreation Department and Metropolitan Recreation Commission[1]	70	21	9	2	160	87	27	7	8	2	13	11	3	1	9	....	1	....	31	....	5	28	91,955	51,928	149,865	40,619	[2]282,439	M, C	35
36	Torrance	17,000	City Department of Recreation	9	5	....	....	18	10	6	1	5	1	....	....	....	....	1	....	....	....	5	....	....	....	1,461	8,083	16,658	4,570	22,689	M, C, S	36
37	Turlock	6,900	Recreation Department[4]	27	8	1	....	5	30	5	3	2	....	1	2	2	1	1	....	....	....	5	....	....	5	.....	6,665	6,875	2,424	[2]9,299	M, C	37
38	Twenty-nine Palms	3,200	Park, Recreation and Parkway District	2	....	1	....	5	4	2	....	2	1	....	....	....	....	....	....	....	....	1	....	1	1	.....	4,000	4,500	3,000	[2]7,500	C	38
39	Ukiah	6,500	Recreation Department[4]	2	1	2	....	8	7	3	2	1	....	1	1	1	....	....	....	1	....	1	....	1	....	12,000	6,000	6,900	1,195	[2]20,095	M	39
40	Upland	9,000	Park and Recreation Department	7	4	1	....	4	....	3	1	2	....	2	1	....	1	1	....	....	....	1	....	....	3	7,000	5,100	9,050	500	[2]16,550	M	40
41	Vallejo	82,000	Greater Vallejo Recreation District	85	60	5	2	....	....	12	9	3	1	1	....	....	....	3	....	....	....	9	1	....	2	13,239	48,360	60,206	14,720	[2]88,165	C	41
42	Ventura	27,000	Recreation Department[1]	14	12	2	1	....	40	7	2	5	1	....	....	....	1	1	1	....	....	5	....	....	9	14,200	18,890	22,500	2,900	39,600	M, P	42
43	Victorville	5,000	Recreation, Park, and Parkway District	4	3	....	....	7	28	3	3	....	1	....	2	....	....	....	....	....	....	2	....	1	....	.....	3,500	[6]3,500	.....	8,500	M	43
44	Visalia	12,000	Department of Recreation[1]	3	1	2	....	....	5	5	3	2	....	....	....	....	....	10	....	....	....	10	....	....	2	.....	.....	.....	.....	.....	M	44
45	Walnut Creek	17,000	Area Chamber of Commerce and School District	2	1	[1]1	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4,794	4,794	700	5,494	M, P	45
46	Watsonville	11,500	Recreation Department, School Board	3	8	1	2	15	7	6	5	....	3	2	1	....	....	3	....	....	....	2	....	....	5	4,800	15,000	15,720	1,200	21,720	M	46
47	Whittier	22,000	Recreation Department[1]	16	6	2	....	21	40	5	....	5	....	1	3	1	....	1	....	....	....	3	....	....	4	.....	14,708	18,086	7,000	25,086	M, C	47
48	Yorba Linda	2,500	Recreation Committee	1	1	....	....	4	28	1	1	....	....	....	2	3	....	....	....	....	....	3	....	....	2	.....	1,000	1,000	250	1,250	M	48
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Yuba City[19]	8,000	Sutter County Recreation Department[1]	1				3	61	1					5	2						4		1	1	5,027	1,300	6,144	337	[2]11,508	M, C, P	1
2	Yucaipa Valley	7,000	Park, Recreation and Parkway District	2	1	[3]1		5	11	1	1			1	1									1		3,500	2,700	2,700	1,700	7,900	M, P	2
	Colorado																															
3	Colorado Springs	45,000	Recreation Division, Department of Parks and Recreation	50	23	4	1	290	14	18	5	10	2	1	9	3	1	6	1		1	18		1	13	88,187	25,266	85,613	29,570	[2]203,370	M	3
4	Delta	5,000	Recreation Commission	2	1			30	6	3						1	1	1				1			3		785	785	270	[2]1,055	M, P	4
5	Denver	403,000	City and County Dept. of Recreation, Board of Education, and Park Dept.	116	85	7	5			53	17	36	1	4	41	23		15	2	1	4	14	4	5	76	53,000	172,730	[6]325,500	[6]152,842	665,907	M, C, P	5
6	Fort Collins	15,000	Recreation Commission	19	10			10	11	3		3			1			2	1			1	1			4,735	5,796	6,539	1,031	[2]12,305	M, P	6
7	Fort Morgan	5,000	Recreational Council	2	3				5	3		3		1	1	1		1						1	4			4,200	800	5,000	M	7
8	Grand Junction	18,000	Recreation Commission, Inc.	18	5	[2]2	1			6		6	1	1	2	2	2	2				2				6,835	20,000	5,400	25,400	M	8
9	Greeley	20,000	Community Activities Board	15	4	1	1	450		4		4						3		1		5	1		17	6,500	8,389	5,593	[2]13,981	M	9
10	Holyoke	1,432	Town of Holyoke	1																				1			723	325	1,048	M	10
11	Montrose	6,000	City of Montrose	1	1					2		2										1				1,771	1,771	1,385	[2]3,156	M	11
12	Wray	3,000	City of Wray	2	1					3		3			1			1		1		1		1	2	1,695	1,695	412	2,107	M	12
	Connecticut																															
13	Ansonia	19,900	Recreation Commission	4	4				4	8		8		1			1	1	1			4			6	5,488	1,970	3,030	858	9,376	M	13
14	Bridgeport	170,000	Board of Recreation	62	38	2	1			12		12			5	2		12	3		2	14			20		43,000	75,908	4,597	80,505	M	14
15	Columbia	1,000	Recreation Council	1				9	25					1		1	1	1						1		350	90	90	140	580	P	15
16	Danbury	28,000	Town Recreation Commission	10	7				6	2		2		1		4		4	1			1					3,500	[6]3,500		[2]12,000	M	16
17	East Hartford	31,000	Park Department	7	11	1	1	6	5	8		6		3		4	4	6				5		1	6	1,507	9,787	9,787	5,410	[2]16,704	M	17
18	Fairfield	25,000	Board of Recreation	33	23		1			13		13			5			4	4			5			4		7,384	14,455	2,814	[2]17,269	M	18
19	Farmington	5,000	Recreation Association	2	10		1	9	12	2	1	1	1			7	1								2	710	3,255	3,255	2,475	[6]6,440	P	19
20	Greenwich	37,189	Recreation Board	135	30	4	1	25	95	13		13	1	1	7			8				15			19	84,250	32,927	46,977	13,110	144,337	M	20
21	Hartford	190,000	Recreation Division, Park Dept.	108	34	8	13			39			1		17	4		28	1	1	2	31	3	3	42		140,525	140,525	22,150	[6]162,675	M	21
			Independent Social Center, Inc.[5]	20	8	1	1	125	35	2	1	1		1	1											5,726	18,025	18,481	20,950	45,157	P	a
22	Litchfield	5,000	School Board	2	1					2		1						2				2			2		1,000	1,000	200	1,200	M	22
23	Manchester	35,000	Department of Recreation	18	9	2		40	5	9	1	8	2	2		1		2	2			5	1	2	6	21,834	16,300	32,625	7,030	61,489	M	23
24	Meriden	[15]39,494	Recreation Commission	16	13	2			20	9		9		1	1			3	2		1	4			14		8,095	23,994	11,011	35,005	M	24
25	Middletown	[15]26,495	Department of Parks and Playgrounds	5	4			6		8		8			2			2	1			3			8	32,300	4,850	6,550	5,990	[2]44,840	M	25
26	Milford	28,000	Recreation Department	12	8	2	1			8		8	1	3	2	1	2	3	4			4		1	3	88,000	12,910	13,806	5,410	107,216	M	26
27	Mystic	5,000	Community Center, Inc.	1		[3]1		13	99						1	3		1	1			2				570	1,500	1,500	743	[2]2,813	P	27
28	New Britain	75,000	Municipal Recreation Commission	70	30					8		8			6		6	7				16			12		8,594	14,014	7,909	[2]21,923	M	28
29	New Haven	170,000	Park Commission	146	16	6				15		15	2		6	1		17	2		1	25		2	17	23,963	48,815	165,886	9,453	[2]199,302	M, P	29
			Board of Education	27	60					28		28															15,431	16,938	1,000	17,938	M	a
30	Newtown	3,000	Board of Education	1	1					2		1			1	1	1	1				2					1,710	1,710	150	1,860	M	30
31	Norwalk	50,000	Recreation Commission	94	28				5	12		12				16		1				6			4		17,150	25,460	5,690	[3]31,150	M	31
32	Salisbury	3,030	Salisbury Recreation, Inc.[4]	1	1	1		15	8	1		1			1			1				3			2		2,920	2,920	117	[3]3,037	M, P	32
33	Seymour	7,500	Playground Association	2	2					3		3						1						1		255	807	807	606	1,668	M, P	33
34	Shelton	10,770	Community Building Association of Shelton and Derby, Inc.	11	6	2		26	15				1															8,770		[2]8,770	P	34
35	Stamford	70,000	Yerwood Community Center[5]	1	1	1	1	6						1													6,513	7,519	3,738	11,257	P	35
36	Stonington	2,000	Community Center, Inc.	1	2	1		5	25	1		1	1					1								110	3,630	4,394	3,036	7,540	P	36
37	Stratford	30,000	Sterling House Community Center	1	2	1				1	1			1		2									3	3,468	4,792	19,487	11,647	34,602	P	37
			Recreation Committee	7	8					7		7				1		3				7		1	3		4,122	4,122	2,437	[2]6,559	M	a
38	Thomaston	5,000	Recreation Board[1]		3			4		1		1						1				1					240	240	100	340	M	38
39	Torrington	31,000	Park and Recreation Department	12	12		1	18	5	9		9		1				4				1			3	55,000	4,000	[4]4,000		69,391	M	39
40	Wallingford	15,000	Recreation Commission	7	8			6		7	1	5		1	4			3				4		1	4	30,000	5,000	5,000	3,500	[3]38,500	M, P	40
41	Washington	2,056	Recreation Department[1]	1	1			6	21	2		2						1				3					1,100	1,100	600	[2]1,700	M, P	41
42	Waterbury	112,023	Park Department	41	42	2	2		11	14		14	3					8	1		1		1	2	16	9,500	28,845	[6]28,845		[3]38,345	M	42
43	Watertown[20]	10,000	Public Schools and Recreation Council	10	15			1	19	6		6			4	1		2	1			4			6	1,943	10,346	10,346	1,151	[2]13,440	M, S, P	43
44	West Hartford	45,000	Department of Recreation[1]	34	17	1		5	39	9	4				4	2		4		1		6		2		16,000	12,950	18,383	4,009	[3]38,392	M	44
45	Willimantic	13,000	Recreation Commission	4	4				10	2		2						2	1			3			2		2,656	[6]2,656		4,461	M	45
	Delaware																															
46	Camden-Wyoming	1,500	Rotary Club and School District	1				4		1		1			1			1				2			2		600	600	100	[2]700	P	46
47	Claymont	3,500	Youth Council, Inc.	1	3				9	1		1						1				2			1		930	930	1,726	[2]2,656	P	47
48	Newcastle	6,000	Recreation Association, Inc.	1				3	7	4		4		1				1				1				600	540	540	250	[2]1,390	P	48
49	Newport	5,000	Community Playground Association	1	2				10	2		2			1			1				2				200	800	800	600	1,600	P	49
50	Richardson Park	8,000	Parent-Teachers Association	1	1			16		1		1			1		1	1				1			2		640	640	163	[2]803	P	50
51	Wilmington	123,000	Recreation Department, Board of Park Commissioners	40	24	1			14	24		24		1	1		2	7				20		5	40		21,751	49,681	8,498	58,179	M	51
			Brandywine Hundred Lions Club	3	1					1		1			1			1				6			1		2,380	2,380	1,368	[3]3,748	P	a
			Recreation Promotion and Service, Inc.	4	1	2																					14,500	31,600	7,000	[3]38,600	P	b
	District of Columbia																															
52	Washington	898,000	District of Columbia Recreation Dept.[4]	237	257	55	77	102	643	137			1	31	46	8		35				95		2	162	447,600	543,474	721,984	164,036	[2]1,333,620	M	52
	Florida																															
53	Alachua County[21]	23,000	County Recreation Department, Board of Public Instruction	14	12	1	3	32	128	12	7	5	1	1				6				4					27,545	31,830	12,755	44,585	M, C, S	53
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: Number Employed Full Time Year Round: Men	Paid Recreation Leadership: Number Employed Full Time Year Round: Women	Volunteer Workers: Activity Leaders	Volunteer Workers: Others	Playgrounds Under Leadership, Number: Total	Playgrounds Under Leadership, Number: Year Round	Playgrounds Under Leadership, Number: Summer Only	Recreation Buildings, Number: Large	Recreation Buildings, Number: Others	Indoor Recreation Centers, Number: Schools	Indoor Recreation Centers, Number: Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: All Other Expenses	Expenditures Last Fiscal Year: Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Florida—Cont.																															
1	Bartow	10,000	Recreation Department	4	1	3	...	5	...	6	2	4	...	2	...	1	1	1	...	...	...	1	...	1	2	3,365	7,437	10,437	2,380	16,182	M, C	1
2	Bay County[22]	30,030	County Schools	10	1	...	...	...	...	8	8	...	...	2	20	...	22	...	...	...	...	...	...	...	...	...	...	...	...	...	C, S	2
3	Clearwater	20,030	Recreation Department[4]	3	2	1	2	2	5	5	2	3	1	...	...	...	...	1	1	...	...	2	...	...	7	...	9,380	13,310	12,460	25,800	M	3
4	Daytona Beach	[23]32,000	City Recreation Department	9	12	6	6	5	...	8	2	6	4	11	...	...	...	1	3	1	...	3	4	...	4	4	...	...	...	210,486	M	4
5	Deland	7,425	City Park and Recreation Board	1	3	...	...	10	5	2	...	2	...	...	2	1	1	1	...	...	...	1	...	...	1	1,500	2,000	8,000	3,500	[13]13,000	M	5
6	Fort Lauderdale	40,030	Department of Parks and Recreation	11	4	...	...	...	...	5	...	5	1	...	1	...	1	1	1	...	1	2	...	1	9	...	7,000	52,000	28,000	80,000	M	6
7	Hollywood	10,030	Recreation Department	2	2	[21]	[21]	8	10	1	...	1	1	...	...	...	...	1	...	...	...	2	...	...	6	5,000	4,800	4,800	500	[10]10,300	M	7
8	Jacksonville	330,000	Recreation Department[4]	32	14	24	10	77	21	23	...	...	1	...	...	2	...	9	...	...	...	11	...	2	18	750,000	65,420	212,788	47,074	1,009,862	M	8
9	Jacksonville Beach	15,030	Recreation Department[4]	1	2	...	2	15	5	1	1	...	...	1	...	1	...	...	...	...	...	1	...	...	2	...	5,388	5,388	1,762	7,150	M	9
10	Lake Wales	7,500	City-School Recreation Department	2	1	...	...	5	7	3	...	3	...	1	2	...	...	2	1	2	...	4	...	...	2	...	1,500	1,756	135	[21]1,891	M, C, S	10
11	Leesburg	6,500	Recreation Department[1]	1	1	1	...	5	5	1	...	1	...	1	...	1	...	...	...	1	...	...	...	1	2	...	3,550	3,550	3,945	[27]7,495	M	11
12	Miami	257,030	Recreation Division, Department of Public Welfare	34	21	21	8	12	...	18	15	3	4	3	...	...	1	5	...	...	...	13	...	...	15	75,000	92,021	[6]92,024	[6]33,492	[2]333,349	M	12
13	Miami Beach	40,000	Recreation Department	11	8	5	5	4	...	5	5	...	...	5	1	1	1	2	...	...	...	11	...	...	19	49,500	32,464	51,000	20,740	[2]121,240	M	13
14	Miami Shores	3,500	Recreation Department	1	1	1	1	6	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	2	...	4,500	4,500	1,500	6,000	M	14
15	Ocala	20,030	Recreation Department[4]	6	3	2	1	...	5	3	1	2	2	1	...	...	...	2	...	...	...	3	...	...	3	...	9,476	9,477	6,629	16,106	M	15
16	Opa Locka	4,000	Recreation Commission	1	...	1	...	3	5	1	1	...	...	1	...	...	...	...	...	...	...	1	...	1	1	2,000	3,000	3,000	2,000	[7]7,000	M, P	16
17	Panama City	29,000	Recreation Department[1]	4	4	1	1	...	5	4	...	4	1	...	...	...	...	...	...	...	...	1	...	...	2	...	5,685	7,000	2,000	9,000	M, P	17
18	Polk County[24]	112,443	Department of Health, Physical Education and Recreation, County Board of Public Instruction	24	9	...	...	23	31	29	...	29	...	5	12	8	3	16	5	...	...	15	...	2	21	...	20,794	20,794	504	[2]21,298	M, C, S, P	18
19	Quincy	[15]3,888	School Board	2	...	...	...	...	...	2	...	2	...	...	1	...	1	...	...	...	...	1	...	...	2	...	960	960	160	1,120	S, P	19
20	St. Petersburg	80,000	Recreation Department	35	18	8	2	34	372	5	...	5	2	14	2	2	1	4	1	...	1	11	1	1	18	16,128	32,820	97,444	102,160	215,732	M	20
21	Sarasota	20,000	Bobby Jones Golf Course	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	M	21
22	Sarasota County[25]	22,000	County Board of Public Instruction	7	10	...	...	12	...	7	...	7	...	...	7	...	...	2	...	...	...	2	...	...	2	...	9,050	9,050	1,151	10,201	M, C, S, P	22
23	Tallahassee	25,000	Recreation Department[1]	5	7	2	1	5	5	5	...	...	...	...	1	...	...	3	...	...	...	5	...	...	...	4,575	12,657	19,538	4,375	[28]28,488	M	23
24	Tampa	124,476	Board of Public Recreation	22	34	10	15	250	650	23	22	1	8	10	...	...	...	4	...	...	...	17	...	2	21	6,971	74,670	113,399	49,718	170,088	M	24
25	West Palm Beach	51,000	{Recreation Department	8	6	8	5	5	6	8	8	...	...	...	3	3	1	5	...	...	...	6	...	...	14	...	28,887	39,887	13,230	[25]53,117	M	25
			{Golf Commission	3	...	3	...	...	...	...	...	...	...	...	2	...	...	...	...	1	...	...	...	...	...	26,694	8,400	34,917	25,804	87,415	M, P	n
26	Winter Haven	8,500	Recreation and Park Department	5	5	...	1	5	5	4	1	3	2	...	...	1	...	1	1	...	...	2	...	...	8	2,500	5,760	7,200	3,150	[12]12,850	M	26
	Georgia																															
27	Albany	45,000	Recreation Board[1]	5	4	1	1	30	50	4	...	4	...	1	1	1	...	4	...	...	...	2	...	...	6	...	...	7,567	4,793	[12]12,360	M, P	27
28	Americus	11,000	City-County Recreation Board	2	2	[21]	...	8	7	5	2	1	1	2	...	...	...	2	...	...	...	1	...	...	2	...	5,450	6,090	2,400	8,400	M, C	28
29	Athens	28,000	Recreation Department[4]	11	5	2	...	5	7	1	1	6	1	...	...	...	1	...	...	...	...	3	...	1	...	6,000	11,209	12,049	1,351	20,000	M, P	29
30	Atlanta	355,000	Parks Department	46	47	16	47	240	3	42	37	5	3	1	7	2	...	13	...	4	1	5	...	6	82	6,500	104,595	[26]104,945	[20]18,610	[2 26]130,055	M	30
31	Augusta	90,000	Recreation Department	5	10	1	7	...	...	9	9	...	2	4	...	...	...	7	1	1	...	7	...	...	21	...	25,400	42,961	8,863	51,824	M	31
32	Brunswick	28,000	City Department of Recreation[4]	4	6	1	4	15	7	4	4	...	1	2	[3]	[2]	...	1	1	...	...	4	...	1	8	1,200	15,000	21,500	7,000	[29]20,700	M	32
33	Carrollton	9,500	Carroll Service Council	7	6	...	1	4	9	3	...	3	1	5	2	...	1	...	...	...	...	4	...	1	...	...	4,458	7,510	5,999	13,539	M, P	33
34	Cedartown	11,400	Recreation Commission[1]	3	7	1	1	22	33	6	1	5	1	...	4	3	2	...	...	...	...	3	...	1	5	503	6,400	7,000	2,480	9,980	M	34
35	Columbus	57,000	Department of Recreation[4]	29	35	5	21	247	241	15	6	3	6	3	1	2	...	3	...	...	...	30	...	3	9	70,000	43,334	52,721	34,294	[2]157,015	M, P	35
36	Decatur	25,000	Recreation Department[4]	12	7	...	1	1	30	6	2	4	...	1	1	1	1	...	...	...	...	...	...	1	...	...	8,698	12,217	5,331	17,548	M	36
37	Elberton	7,500	City Athletic Department	3	2	...	...	4	2	2	...	...	1	1	1	...	1	...	...	...	...	2	...	1	3	2,000	5,000	[5]5,000	...	7,000	M	37
38	Fulton County[27]	530,000	Department of Recreation[1]	53	33	15	16	256	732	38	18	20	6	17	14	2	10	31	...	...	2	13	...	5	17	657,699	59,253	221,673	91,511	[9]70,883	C	38
39	Jesup	4,000	Recreation Center Commission	1	1	...	...	10	...	1	1	...	...	...	...	1	...	1	...	...	...	1	...	1	4	...	1,000	[4]1,000	...	13,000	P	39
40	Macon	100,000	Recreation Department[1]	2	17	2	15	...	...	11	11	...	1	...	...	...	...	1	...	...	...	1	...	1	11	284,000	22,000	31,920	8,800	324,720	M	40
41	Marietta	[18]8,667	City Recreation Department	4	...	[21]	...	12	16	2	...	2	2	...	...	2	2	...	...	...	...	2	...	1	4	...	7,600	[7]7,600	...	20,000	M	41
42	Moultrie	13,087	{Youth Center	2	2	[21]	[21]	20	40	...	...	...	1	...	...	...	1	1	...	...	...	1	...	...	4	20,034	4,200	5,500	1,245	26,779	M, C, P	42
			{City of Moultrie	9	3	...	...	...	...	8	7	1	2	...	...	...	2	6	1	...	1	4	...	1	4	20,000	...	...	...	26,150	M, C, P	n
43	Rome	30,000	Recreation Department[1]	4	7	...	1	...	...	8	...	8	...	2	1	1	1	1	...	...	...	...	...	...	...	130,000	7,300	17,300	10,000	157,300	M	43
44	Savannah	131,000	Recreation Commission	12	38	3	1	42	7	22	22	...	1	2	...	...	1	15	...	...	...	29	...	2	14	...	35,838	41,731	11,494	53,228	M	44
45	Statesboro	7,500	Recreation Department[4]	1	...	1	...	6	6	4	...	2	...	1	...	...	...	2	...	...	...	...	...	...	...	...	3,000	3,000	1,000	[24]4,000	M, P	45
46	Thomaston	7,500	City Recreation Department[1]	1	2	1	...	5	12	2	1	...	...	...	1	1	2	1	...	...	...	1	...	...	2	...	...	...	...	...	M	46
47	Toccoa	7,500	Stephens Youth Service Council, Inc.	2	2	[21]	...	12	20	...	...	...	...	2	...	...	...	1	...	...	...	1	...	1	4	950	3,350	3,350	5,778	10,078	M, C	47
	Idaho																															
48	Boise	35,000	City Recreation Committee	15	9	...	...	2	10	10	...	10	...	...	3	1	...	9	...	...	...	...	...	...	5	...	7,500	7,500	3,200	[10]10,700	M	48
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Caldwell	12,000	Youth Council	2	2	....	....	....	....	4	....	4	....	....	....	....	....	1	....	....	....	1	....	....	4	....	1,800	1,800	300	2,100	P	1
2	Nampa	16,000	Recreational Council and Park Dept.	3	....	....	....	....	8	2	....	2	....	....	....	....	....	3	....	....	....	1	....	1	....	....	....	....	....	[28]3,200	M	2
3	Pocatello	30,000	Community Recreation Commission	5	11	....	....	....	6	11	....	11	....	1	1	....	....	1	....	....	....	3	....	....	4	8,136	....	6,673	3,080	17,889	M	3
4	Twin Falls	18,000	Parks and Recreation Department	6	4	....	....	....	7	3	....	3	....	1	....	....	....	11	....	1	....	....	....	1	4	66,167	6,232	9,613	5,219	80,999	M	4
	Illinois																															
5	Alton	40,000	Playground and Recreation Commission	11	11	2	1	3	6	9	3	6	....	3	6	....	....	4	....	1	....	6	....	....	4	....	9,707	17,391	14,161	31,552	M, P	5
6	Arlington Heights	8,000	Park District	3	3	....	....	....	....	1	....	1	1	1	....	....	1	1	....	....	....	3	....	1	3	....	1,000	[6]1,000	....	[6]1,250	M	6
7	Aurora	47,200	Playground and Recreation Dept.[4]	7	19	1	....	....	5	11	....	11	....	1	....	....	....	1	....	....	....	7	....	1	....	18,969	12,019	13,929	9,090	41,988	M, C, P	7
8	Belleville	31,000	Playground and Recreation Board	17	20	1	1	46	180	7	....	7	....	....	11	....	....	2	....	....	....	10	....	1	5	434	16,071	23,161	16,272	39,867	M, P	8
9	Berwyn	50,000	Playground and Recreation Commission	8	5	[31]	1	....	5	6	....	6	....	....	4	....	4	2	....	....	....	21	....	....	4	25,000	7,600	12,380	7,700	45,380	M	9
10	Canton	14,000	Park District	1	5	....	....	....	....	4	....	4	....	....	....	....	....	1	....	....	....	4	....	1	4	698	1,425	5,802	1,304	7,804	M	10
11	Carmi	6,000	School Board and City	3	....	....	....	....	....	3	....	3	....	....	....	....	....	1	....	....	....	1	....	....	6	....	1,500	1,500	500	[2]2,000	M	11
12	Centralia	16,000	Recreation Department[4]	3	3	1	1	25	15	4	....	4	1	....	....	2	1	....	1	....	....	1	....	1	4	12,500	12,500	3,675	[2]16,175	M, C	12
13	Champaign	30,000	Recreation Department[4]	21	16	3	3	13	154	7	....	7	1	....	....	5	....	1	....	....	....	9	....	....	3	851	14,827	16,387	5,461	[22]22,699	M	13
14	Chicago	3,650,000	Recreation Commission[29]	1	1	1	1	....	50	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	7,526	14,650	7,000	21,650	M	14
			Bureau of Parks and Recreation, Department of Public Works	76	32	76	32	....	....	67	67	....	1	37	....	....	....	9	29	....	....	117	3	....	10	839,940	274,116	593,409	105,000	1,538,349	M	a
			Park District	405	149	197	89	....	....	119	....	119	78	....	....	....	....	115	13	3	1	423	6	38	548	....	1,340,747	[6]1,340,747	284,013	[6]1,624,760	M	b
			Division of Recreation, Board of Education	69	66	69	66	....	....	69	69	....	....	69	....	....	....	14	....	....	....	153	....	....	20	100,000	581,664	1,008,116	435,979	1,544,095	M	c
			Social Centers Section, Board of Education	77	74	1	1	25	....	....	....	....	....	....	28	....	....	....	....	....	....	....	....	....	....	....	40,987	74,895	16,620	91,425	M	d
15	Chicago Heights	25,000	Harold Colbert Jones Memorial Community Center	3	3	1	1	16	26	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	9,500	16,800	10,200	27,000	M, P	15
			Park District	10	1	2	....	....	4	6	....	6	1	6	1	1	....	2	....	....	....	6	....	....	4	25,000	....	....	....	61,000	M	a
16	Cicero	[16] 80,000	Clyde Park District Commission	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	7	....	2	14	....	....	....	....	114,000	M	16
17	Cook County[30]	4,063,342	County Forest Preserve District	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	4	50	....	3	10	....	....	....	....	164,000	C	17
18	Danville	45,000	Recreation Department[4]	17	11	....	....	....	5	9	....	9	1	....	....	....	....	1	....	....	....	....	....	....	5	....	9,524	10,446	2,054	12,500	M	18
19	Decatur	65,000	Playground and Recreation Board	29	31	2	3	226	641	20	3	17	3	2	10	....	4	7	....	....	....	19	....	....	23	750	33,097	39,597	14,944	[2]55,291	M, P	19
20	Des Plaines	14,000	Park District	4	1	1	....	....	....	1	1	....	1	....	....	1	1	1	....	....	....	3	....	1	6	....	4,600	16,600	10,953	27,553	M	20
21	Dolton	5,000	Park District	3	6	....	....	15	5	2	1	....	....	....	2	2	....	1	....	....	....	3	1	....	....	....	656	656	600	1,256	M	21
22	Downers Grove	13,000	Recreation Board	1	5	....	....	50	8	5	....	5	1	....	5	....	....	2	....	....	....	2	....	....	8	....	2,000	2,000	....	[2]2,000	M	22
23	East Moline	15,100	Recreational Council	3	5	....	....	....	13	4	....	4	....	....	3	2	....	1	....	....	....	2	....	....	5	5,135	2,235	2,235	527	[7]7,897	P	23
24	Edwardsville	9,000	City Recreation Board	4	3	....	....	6	5	5	....	5	....	....	....	....	....	3	....	....	....	3	....	....	3	....	1,000	3,000	3,500	6,500	M	24
25	Eldorado	6,000	City Schools	2	....	....	....	2	2	3	....	3	....	....	....	....	....	....	....	....	....	1	....	....	2	....	900	1,000	800	[2]1,800	M, P	25
26	Evanston	75,000	Bureau of Recreation[4]	87	48	5	3	140	23	16	3	13	1	1	8	....	....	3	8	....	....	16	....	....	12	....	49,164	62,660	19,760	[2]82,420	M	26
27	Freeport	25,000	Park Board	4	8	....	....	27	....	5	....	2	....	4	....	....	....	3	....	....	....	5	....	....	14	....	5,000	[5]5,000	....	18,700	M	27
28	Geneseo	3,800	Community Council	1	2	....	....	14	9	2	....	2	....	....	....	1	1	2	....	....	....	....	....	....	2	55	775	775	913	1,743	M, P	28
29	Glencoe	7,000	Municipal Playground Commission	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	19,128	12,258	31,386	M	29
30	Harvey	18,000	Park District	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	6	....	1	5	....	....	....	....	17,598	M	30
31	Havana	3,999	Teenage Recreation Center	1	1	....	....	30	9	5	5	....	....	....	5	1	1	2	....	....	....	2	....	....	2	590	1,000	1,000	100	1,600	M, P	31
32	Highland Park	16,000	Playground and Recreation Dept.[4]	9	2	1	1	10	8	7	1	6	1	3	5	....	....	2	....	....	....	8	....	....	5	....	12,982	16,071	5,471	21,542	S, P	32
			Park District	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
33	Highwood	4,000	Community Center Board and City Council	2	....	1	....	18	100	1	....	1	1	....	1	....	1	....	....	1	2	....	1	5	....	2	4,600	11,662	18,050	29,712	M	a
34	Hinsdale	8,500	Community House, Inc.	4	5	1	....	....	....	2	....	2	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	[2]12,000	M, C, P	33
35	Joliet	50,000	Dept. of Recreation, Park District	12	12	1	....	20	9	7	1	6	....	1	5	....	....	3	....	....	2	15	....	1	17	31,500	13,442	[6]13,442	....	87,786	M, P	34
36	Lake Forest	7,900	Recreation Department[1]	6	3	[31]	....	8	....	2	....	2	1	....	....	....	....	1	....	....	....	4	....	....	4	....	5,896	7,499	3,394	10,892	M	35
37	Libertyville	5,000	Recreation Commission	2	3	....	....	....	5	4	....	4	....	2	1	....	....	1	....	....	....	2	....	....	2	350	1,800	1,800	150	[2]2,300	M	36
38	Lincoln	13,000	Community Recreational Association, Inc.	1	....	....	....	....	7	3	....	3	....	1	....	1	....	....	....	....	....	....	....	....	2	1,252	566	1,307	1,087	3,646	M, P	37
39	Lockport	15,000	Township Park District	4	6	....	....	14	....	4	....	4	....	....	4	....	....	3	....	....	....	5	....	....	4	10,547	4,952	6,752	3,201	20,500	M	38
40	Lombard	8,500	Recreation Commission, Inc.	1	3	....	....	....	3	2	....	2	....	....	....	....	....	....	....	....	....	2	....	....	3	270	714	834	1,610	[2]2,714	M, P	39
41	Macomb	9,500	Y.M.C.A.	1	1	....	....	23	22	4	....	4	....	....	....	....	....	2	....	....	....	3	....	....	....	....	1,825	2,075	500	[2]2,575	P	40
42	Marion	12,000	Recreation Department[4]	4	4	1	....	2	5	5	....	5	....	1	....	....	....	1	....	....	....	4	....	....	2	7,600	5,000	5,150	1,350	[14]10,500	M, P	41
43	Mattoon	20,000	City Recreation Board	2	1	....	....	....	....	2	....	2	....	....	1	....	....	2	....	....	....	2	....	....	2	....	1,200	1,200	400	1,600	P	42
44	Maywood	28,000	Playground and Recreation Board	4	12	....	1	1	5	5	....	5	....	....	5	1	1	2	....	....	....	7	....	....	6	23,000	6,845	12,000	3,000	35,000	M, P	43
45	Moline	41,500	Department of Playgrounds, Recreation and Parks	6	12	1	....	24	96	8	....	8	1	4	4	1	....	7	....	....	....	9	....	1	12	4,947	14,431	34,471	14,061	[2]53,479	M, P	44
46	Mount Carmel	8,000	Department of Public Works	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	1	....	....	1,745	8,702	15,697	24,399	M	45
47	Naperville	6,000	Y.M.C.A. and Community Center	8	6	....	....	32	203	5	....	5	1	....	....	....	....	1	....	....	....	5	....	....	....	....	....	....	....	....	M, P	46
48	Nokomis	2,600	Memorial Park Board	1	....	....	....	....	7	1	....	....	....	....	....	....	....	1	1	....	....	1	....	....	....	461	350	488	977	1,926	P	47
49	North Chicago	10,000	Foss Park District	7	6	....	1	1	2	4	....	4	1	....	1	....	....	1	1	....	....	4	....	....	....	5,000	6,750	10,250	750	16,000	M, P	48
50	Oak Lawn	5,500	Park District	1	1	....	....	....	2	3	....	2	....	1	1	2	....	2	....	....	....	2	....	....	....	9,500	1,050	2,725	4,800	17,025	M, P	49
51	Oak Park	66,000	Playground Board	11	15	....	4	1	....	5	5	....	5	....	....	....	5	1	....	....	....	5	....	....	1	....	19,624	42,497	9,416	51,913	C, S	50
52	Oglesby	4,039	Park Department	2	1	[31]	....	....	....	7	1	6	....	1	1	....	....	1	....	....	....	3	1	....	2	....	3,000	3,000	311	[3]3,310	M	51
53	Ottawa	22,000	Playground and Recreation Board	6	2	[31]	....	....	5	6	....	6	....	....	....	2	....	2	....	....	....	1	....	1	2	300	3,015	5,015	4,748	10,063	M	52
54	Pekin	25,000	Playground and Recreation Board	31	9	1	1	....	10	6	....	6	....	....	3	1	....	1	....	....	....	3	....	1	5	....	8,800	11,920	5,131	[17]17,051	M	53
55	Peoria	117,000	Playground and Recreation Board	31	14	4	3	54	5	15	....	15	1	....	4	....	....	....	....	....	....	14	....	....	....	3,767	75,063	82,852	28,581	[21]115,200	M	54
			Carver Community Center Association[5]	2	3	2	2	14	7	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	11,062	14,740	5,144	19,884	P	55
			Pleasure Driveway and Park District	6	....	4	....	3	7	6	1	5	1	....	....	....	1	4	....	....	3	2	....	3	16	....	13,380	74,195	40,968	115,163	M	a
56	Peru	10,000	Recreation Department[4]	5	1	....	....	3	3	2	....	2	....	....	1	....	1	2	....	....	....	1	....	1	3	1,700	2,600	6,000	1,200	8,900	M, P	b
57	River Forest	10,000	Playground and Recreation Board	10	4	1	....	1	....	5	....	2	....	....	4	....	4	1	....	....	....	4	....	....	4	....	6,190	6,190	502	[26]6,692	M	56
58	Rockford	103,000	Park District	8	3	3	....	....	....	7	....	7	....	....	....	....	....	16	....	1	2	48	....	2	44	....	13,705	45,674	17,838	63,512	M	57
59	Rock Island	52,000	Playground and Recreation Commission	9	6	1	....	75	5	8	....	8	....	....	6	1	....	1	....	....	....	10	....	....	11	....	7,252	8,217	5,680	13,897	M	58
60	Roxana	2,300	Community Recreation Department[4]	2	1	1	....	5	....	1	....	1	1	1	....	....	....	1	....	....	....	2	....	....	2	....	3,700	4,000	1,700	[5]5,700	M	59
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: Number Employed Full Time Year Round: Men	Paid Recreation Leadership: Number Employed Full Time Year Round: Women	Volunteer Workers: Activity Leaders	Volunteer Workers: Others	Playgrounds Under Leadership, Number: Total	Playgrounds Under Leadership, Number: Year Round	Playgrounds Under Leadership, Number: Summer Only	Recreation Buildings, Number: Large	Recreation Buildings, Number: Others	Indoor Recreation Centers, Number: Schools	Indoor Recreation Centers, Number: Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: All Other Expenses	Expenditures Last Fiscal Year: Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Illinois—Cont.																															
1	St. Francisville	1,400	Kiwanis Club	1					30	1		1			1		1					1			2	445	400	418	674	1,537	M, P	1
2	Salem	7,319	Recreation Board	1	1					1		1			1	1						1			1		1,050	1,050	2,514	3,564	M	2
3	Sandwich	2,000	Youth Recreation Board	2	2			5		3		2			1		1	1				1		1			760	760	150	[2]910	P	3
4	Skokie	12,000	Playground and Recreation Board	[7] 7	4				7	4		4		1		2	1	3				4			4		1,960	5,200	1,800	[27]7,000	P	4
5	Springfield	89,500	{City Water, Light and Power Dept. / Playground and Recreation Commission	8 / 74	1 / 32	4	4			20		20			3	2				2		5 / 9				10,000 / 41,192		41,192	37,118 / 23,024	37,118 / 64,215	M	5
6	Sullivan	4,000	Recreation Board	3	1					1		1							1			1			2			1,258	596	1,854	M	6
7	Summit	10,000	Community Building Committee		2		1		30						1	1											3,300	4,675	625	5,300	P	7
8	Sycamore	5,000	Recreation Commission[1]	1		1				1		1	1									1					3,200	3,800	1,855	5,655	M	8
9	Urbana	17,000	Park District	5	6					4		4		1	1							5		1		2,000	2,855	7,055	800	9,855	M	9
10	Waukegan	40,000	Playground and Recreation Board	12	9	1		5	31	8		8	4		2	1		2	1			10				3,800	11,592	17,753	12,503	[23]4,056	M	10
11	Wheaton	8,500	Park District		1				5													2		1	5			2,339	3,023	5,362	M	11
12	Winnetka	[16]12,430	Park District	2														1	3		1	4			4			31,543	4,570	[36]6,113	M	12
13	Wood River	10,000	Social Planning Council	1		[2]1			27					1												400	1,612	2,632	1,662	4,694	P	13
14	Zion	8,000	Civic Recreation Board	2	1			6	6	3		3	2				2	3				5			4		1,000	4,000	8,000	12,000	P	14
	Indiana																															
15	Adams County	[16]21,254	County Board of Recreation	1				17	5							1	1										1,311	1,311	239	[21]1,550	P	15
16	Allen County	[3]35,000	County Board of Education	1		[3]1																					1,500	1,500	246	1,746	P	16
17	Berne	2,500	School Board	1						2		2			1			1							2		450	450	100	550	M	17
18	Bloomington	21,780	Department of Recreation[4]	56	13	2	1	11	55	5	4	1		1	5	3						1			2	3,137	11,813	22,961	6,003	[32]32,101	M	18
19	Bluffton	6,000	Recreation Department[4]	2	1			2	6	6		6		1	2		1	1				2			2	1,500	1,000	1,850	200	[23]3,550	M	19
20	Butler	1,784	Public Schools and Playground Committee	1	2					2		2			1	1		1				2			1		450	610	400	1,010	M	20
21	Cannelton	2,230	Recreation and Summer Playground Committee	1	1			1	8	2		2				1		1												300	P	21
22	Columbia City	4,500	City Schools	6	3			13	8	2		2						1				2			3		3,060	3,800	4,475	8,275	M, P	22
23	Corydon	1,850	Public Schools	1						1		1										2			2						M	23
24	Crawfordsville	13,000	Department of Recreation[4]	4	21	1		7	5	5		5		2	4	1	3					4				725	7,604	7,604	1,940	[10]10,269	M	24
25	Crown Point	5,000	Department of Parks and Playground	2	4					4		4		1	1			1				1			2	600	1,800	1,800	750	3,150	M	25
26	Culver	1,780	Public Schools	1	1			2	6	2		2		1			1	1				1			2		1,200	1,200	500	[21]1,700	M, P	26
27	Delphi	2,213	Park Department	1				6	5	2	1	1			1	1						1			2			528	85	614	M	27
28	East Chicago	56,000	Community Recreation Department[1]	1	1	1	1											5	1	1		9		4	17					13,200	M	28
29	Edinburg	3,000	Park Board	1	1				15	1		1					1	1	1	1		1					2,750	4,500	500	5,000	M, P	29
30	Elkhart	35,000	Board of Parks and Recreation	12	11			21	4	6		6		1	2			5				6		1	13	7,661	14,342	24,892	1,230	33,783	M, P	30
31	Evansville	130,000	Recreation Commission	49	22	2	2	90	6	11		11				25		1						5	15		24,727	29,336	9,482	39,818	M	31
32	Fort Wayne	135,000	{Urban League and Wheatley Community Center[5] / Board of Park Commissioners	1 / 61	1 / 66	1 / 4	1 / 1	20 / 57	27 / 660	1 / 20	1	1 / 19	1	27	4	1		3			1	14	1	2	64	1,317	4,700 / 49,957	4,700 / 97,266	36,071	[6]4,700 / [21]134,654	P / M, P	32 / a
33	Gas City	4,000	Public Schools and Recreation Association	1						2		2			1							3		1	2		110	1,000	300	1,300	M, P	33
34	Goshen	14,000	Recreation Commission	4	3			8	1	5		4		3				1				6			3	7,500	2,430	3,000	1,500	12,000	M	34
35	Hammond	90,000	Board of Park Commissioners	28	61	2	1			31	1	30	1					10				20	1	5	25		39,450	53,888	17,075	70,963	M	35
36	Huntington	13,900	Recreation Commission	5	4				5	4		4		1				1				4			4		3,520	3,520	313	[3]3,833	M, P	36
37	Jasonville	3,600	Park Board					3	4									1						1						500	M	37
38	Jeffersonville	15,000	Recreation Board	3	2					4		4						4				3					2,000	2,000	1,100	3,300	M	38
39	Kendallville	6,200	Park Board	2	2			7	9	3		3	1	1	1	1	1	1	1			2			3		2,000	4,000	800	[24]4,800	M	39
40	Kokomo	35,000	Recreation Dept.[3] and Park Dept.	11	11				4	10		10						2				4		1	8		5,100	13,825	9,760	23,585	M	40
41	Lafayette	40,000	Park Board and Columbian Park Recreational Center	10	8			12	13	5			1				1					4		1	1	400	4,800	[64]4,800		[2 66]6,400	M, P / M, S	a / 41
42	La Grange	2,100	Public Schools	1				4		1		1		1	1			1				2			3							
43	La Porte	21,000	{School Board / Civic Auditorium Board	5 / 1	4 / 1	1				6 / 1		6 / 1			4	2		1				6			2		2,300 / 4,200	2,300 / 14,400	300 / 5,600	[22]2,600 / 20,000	M, P	42 / 43
44	Lebanon	7,500	Community Service, Inc.	4	6	1		39	15	4	1	3			2	4	3	1				1			3		5,561	6,524	3,060	[9]9,584	P	44
45	Liberty	1,600	Liberty and Center Township School Board	[8] 1						1		1			1		1					1					480	480	80	560	M	45
46	Logansport	25,000	City and School City	3	3					5		5			2		2	2				2	1		6		2,200	2,200	200	2,400	M	46
47	Loogootee	2,750	School Recreation Board	1						2		2						1				3			2		400	400	200	600	M	47
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Marion	27,500	Urban League and Carver Center[5]	3	2			11	21	1		1				1											2,458	4,286	218	4,504	M, P	1
			Recreation Commission	6	4	1		26	7	6	1	5			2	2	1	2				5		1			5,297	5,297	1,075	[2]6,372	M	a
2	Michigan City	28,000	Public Schools	5	5					5		5			5			3				5					4,300	4,300	500	4,800	M, P	2
3	Mishawaka	34,000	Recreation Department[4]	7	6	1		85	25	5		5		2						1		9			13		6,600	[6]6,600		[2]20,796	M	3
4	Mount Vernon	6,000	Civil and School City	1	1			1		2		2															300	300		300	M	4
5	Nappanee	4,000	Recreation Board	1	2			2		3	1	2			2			2	1			1			3	300	1,000	2,000	350	2,650	M, P	5
6	New Castle	21,000	Recreation Committee	5	6			2	8	7		4			7	2	1	1				6		1	4	2,500	5,520	8,250	500	11,250	M	6
7	North Manchester	3,260	Recreation Board	1	1			7	5	2		2						1				3			3	600	1,150	1,150	1,050	[2]2,800	M	7
8	Pendleton	1,700	Teen Age Recreation Committee and Park Board	1	1			6	2	1		1		1				1						1			1,000	[6]1,000	[6]400	[2 6]1,400	M, P	8
9	Petersburg	3,500	High School Athletic Association	2	1					2		2										2								1,249	P	9
10	Portland	10,000	Recreation Department[1]	4	1	1	1			5	1	4	1					2				4		1	3					5,000	M	10
11	Princeton	8,000	City Recreation Department[1]	1	2					1		1						1				1					537	537	366	903	M	11
12	Rensselaer	4,500	Park Board	2	1					3		3						1				1		1	2	50,000	1,000	2,200	1,500	53,700	M, P	12
13	Richmond	40,000	Park Board and City Schools	9	16					10		10				4		1		[3]2[1]		2			4			9,000	1,255	10,255	M	13
14	Rochester	4,000	City Schools	1	1					1		1						1				1			2		600	600	35	635	M, P	14
15	Rushville	7,050	City Recreation Department[4] and Rushville Youth Foundation	5	1				15	3		3	1	3	2		2			1		4			2		1,400	1,400	600	2,000	M	15
16	Shelbyville	14,000	Recreation Department[1]	4	2				3	2		2		3								1			5		2,280	7,780	4,220	12,000	M	16
17	South Bend	120,000	City Recreation Department[1]	70	66					20		20			10			9			13	1		32			35,000		[6]35,000	M	17
18	Speed	650	Louisville Cement Corporation	2	1	1				1	1		1					1		1		1		1	1						P	18
19	Sullivan	5,200	Public Schools and City	1						2		2			1			1									400	400	150	550	M	19
20	Terre Haute	68,000	City Schools and Parks	8	11			32	9	19	2	17	1				1	4		1	1	3			8		7,780	[6]7,780		[2]21,800	M, P	20
21	Valparaiso	10,000	Park District	5	4			2	16	3		3			2							1				15,229	7,104	15,316	17,069	47,614	M	21
22	Wabash	12,500	Community Service	1	1				12	6		6	1									1			5		5,942	6,900	19,746	26,645	P	22
23	Warsaw	8,000	Recreation Commission	2	2			2	6	4		4			4			1				3			3		1,550	1,600	250	[2]1,850	M	23
24	West Lafayette	7,000	Public Schools	7	2					4		4			3			1				2									M	24
25	Whiting	11,000	Community Service	4	6	3	1	10	30	6		6	1					1				4	1		5		15,362	20,175		66,000	M, P	25
26	Winchester	6,500	Park Board and Youth Center Board	3	1	2	1		12	3			1					1	1	1		1		1	3	12,435	5,240	15,940	5,460	[2]33,835	M	26
	Iowa																															
27	Ames	15,000	Playground Commission	12	28			4	10	7		7			2		1	1				6		1			3,145	3,322	678	[2]4,000	M	27
28	Atkins	351	American Legion Auxiliary Unit 217		1			4		1		1										1					52	52	30	[2]82	P	28
29	Bettendorf	6,500	Civic League	4	4			5	10	6		6			3	2											3,200	3,200	1,806	5,006	P	29
30	Cedar Falls	15,000	Recreation Commission	13	9	1		5	9	6		6			4	2		2				6		1		3,500	6,125	7,125	3,000	[2]13,625	M	30
31	Cedar Rapids	72,000	Playground and Recreation Commission	31	15	3		72	33	13		13				1		3				18		1	19	4,500	20,344	37,262	25,255	67,017	M, P	31
			Park Department	1				2	20											1							997	[6]997		[6]997	P	a
32	Charles City	12,000	Summer Playground Committee	2	2					5		5						1				5			4		600	600	300	[2]900	M, P	32
33	Clarinda	5,000	Community League		2				12	1		1		1		3	4										1,225	1,225	335	1,560	P	33
34	Clinton	32,000	Recreation Commission	5	8			3	9	8		8			2	1		2				7			9		6,856	7,456	1,575	[2]9,031	M, P	34
35	Council Bluffs	45,000	Department of Public Recreation[4]	11	16	1		80	9	11		11				3						1				30,000	8,102	9,470	7,292	[2]46,762	M, P	35
36	Davenport	80,000	Park Board	6	25	3	1			16		16		1	3	1		3			2	11		1	16	9,790	13,823	26,493	11,470	[6]47,753	M	36
37	Des Moines	185,000	Recreation Commission	44	49	2	5			25		25		1	5		1	11	1			14	3		81		34,400	34,400	5,500	[2]39,900	M	37
			Park Board																		2			3		25,173			116,223	M	a
38	Dubuque	55,000	Recreation Commission	35	30	1	2	18	12	16	4	12		1	4	2		2				12		1		3,000	13,000	24,367	6,000	33,367	M, P	38
39	Fort Dodge	30,000	Recreation Department[1]	10	10	1		10	5	10		10			2	7	1	2				8			1		6,990	6,990	1,445	[2]8,445	M, P	39
40	Iowa City	18,000	Playground and Recreation Commission	26	9	1		6	9	3		3	1									3			2	1,669	7,076	8,814	1,563	[2]12,046	M, P	40
41	Jefferson	4,500	Community Activities Group	1				8		1		1				1														1,200	P	41
42	Lisbon	1,000	Recreation Board	1	1			10	21	1		1				3	2					2					120	120	50	[2]170	P	42
43	Marshalltown	27,000	Playground and Recreation Commission	5	5	1				5		5				6		1								1,077	4,530	5,280	2,790	[2]9,147	C, P	43
44	Mason City	30,000	Department of Public Recreation, School Board	15	15				4	9		9										9	2		3	300	8,587	8,687	995	[2]9,682	M	44
45	Northwood	1,800	Greater Northwood Recreational Assn.	1	1				4	1		1										2			2	30	600	600	392	1,023	M, P	45
46	Oskaloosa	11,000	City Council and Park Board	7	6					6		6			6			2				6					2,400	3,200	300	3,500	M	46
47	Ottumwa	40,000	Board of Education	22	12				5	10		10			9	1	10	1				4			4		8,000	10,500	1,000	[2]11,500	M	47
48	Pocahontas	[13]1,730	City Council																					1				1,947	1,550	[2]3,497	M	48
49	Sibley	2,700	Public School	1				2		1		1		1	1	1	3	1				1					600	600	50	[2]650	M, P	49
50	Sioux City	90,000	Department of Public Recreation[4]	25	42	1	1	130	20	29		22			27	3	4					4				2,257	18,770	27,600	12,543	42,400	M	50
			Park Department																	1				6	16			49,278	24,217	73,495	M	a
51	Vinton	4,800	City of Vinton	2	1			6	6	2		2			2									1	1	600	1,075	1,192	805	[2]2,597	M, P	51
52	Washington	7,500	Recreational Council	1	2			2		2		2				1						1					800	800		[6]800	P	52
53	Waterloo	77,000	Recreation Commission	27	26	5		32	21	16		16		1		8		4				15		1	13		17,760	23,570	12,148	35,718	M	53
	Kansas																															
54	Anthony	3,000	Girl Scouts		1			5		2		2				1	1										100	100	10	110	P	54
55	Arkansas City	14,000	Youth Recreational Council	2	3					2		2		1				1							1		500	1,000	300	1,300	P	55
56	Atchison	16,000	Public Recreation Commission	25	9	[3]1	1		8	9								1				2			3		8,818	8,818	3,516	[2]12,335	M	56
57	Coffeyville	18,000	Recreation Commission	16	4	1		53	5	7		7				2		2		1		3	1		4	3,207	7,015	13,815	7,792	24,814	M	57
58	Concordia	7,000	Summer Recreation Project	1	3			13	7	4		4						1				1			1		1,100	1,100	400	1,500	P	58
59	Emporia	14,500	Y.M.C.A., Public Schools and City	4	1			39								1	1	2		1		3	1		6			9,600	400	[6]10,000	M, P	59
60	Hays	8,500	Board of Education	2	2					2		2						1				2				300	1,000	1,000	200	1,500	M	60
61	Horton	2,800	Kiwanis Club and American Legion	1						1		1													1		400	400	60	460	P	61
62	Hutchinson	32,000	Recreation Commission	19	23	3		23	159	9		9		1				2				4			6	704	16,027	20,319	12,485	33,507	M	62
63	Independence	14,000	Recreation Commission	1		1		13	6	1		1				1		1				3			18		3,600	3,600	3,600	[2]7,200	M	63
64	Iola	7,500	Municipal Park Board	1				14	10									1						1	4		300	3,780	275	[2]4,055	M	64
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: Number Employed Full Time Year Round: Men	Paid Recreation Leadership: Number Employed Full Time Year Round: Women	Volunteer Workers: Activity Leaders	Volunteer Workers: Others	Playgrounds Under Leadership, Number: Total	Playgrounds Under Leadership, Number: Year Round	Playgrounds Under Leadership, Number: Summer Only	Recreation Buildings, Number: Large	Recreation Buildings, Number: Others	Indoor Recreation Centers, Number: Schools	Indoor Recreation Centers, Number: Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: All Other Expenses	Expenditures Last Fiscal Year: Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Kansas—Cont.																															
1	Kansas City	145,000	Recreation Commission	32	40	5	5	45	7	48	...	21	3	1	4	...	...	9	...	...	...	10	2	...	31	.....	49,000	49,000	16,875	[2]66,875	M	1
2	Lawrence	18,017	Recreation Commission	19	26	1	....	25	34	6	...	6	1	...	3	...	...	...	...	...	...	2	...	...	2	2,166	5,377	11,140	2,119	15,425	M	2
3	Manhattan	26,000	Recreation Commission	10	15	[3]1	....	25	58	5	...	5	...	...	3	1	...	2	...	...	...	1	...	...	6	.....	10,312	10,633	4,355	[2]14,988	M	3
4	McPherson	8,012	Summer Activities and Recreation Board	11	17	....	....	2	....	3	...	3	...	...	1	2	1	1	...	...	...	4	...	...	2	200	1,539	1,539	125	1,864	M, P	4
5	Medicine Lodge	2,225	Youth Activities Association	1	1	....	....	....	....	1	...	1	...	...	...	...	...	1	...	...	...	1	...	...	2	.....	800	800	80	880	P	5
6	Newton	10,000	Recreation Commission and Park Dept.	2	6	....	....	10	....	5	...	5	...	...	1	1	...	2	...	...	...	3	...	1	12	1,287	.....	.....	.....	[2]16,848	M	6
7	Ottawa	10,000	City of Ottawa	20	15	....	....	22	4	6	...	6	...	...	5	2	...	2	...	...	...	2	...	1	6	.....	4,500	6,000	1,000	7,000	M	7
8	Salina	26,222	Recreation Commission	33	31	1	1	80	26	11	2	9	1	...	2	1	...	2	...	...	...	10	...	...	12	.....	17,340	18,647	9,625	[2]28,272	M	8
9	Topeka	85,000	Board of Education	13	13	....	....	....	....	8	...	8	...	...	...	...	...	2	...	...	...	4	...	...	6	.....	6,958	6,958	742	[2]7,700	M	9
10	Wichita	170,750	Recreation Division, Board of Park Commissioners	47	33	4	1	190	....	16	4	5	...	1	...	16	...	10	1	1	1	31	...	5	21	128,094	51,751	79,760	44,457	252,311	M	10
	Kentucky																															
11	Ashland	35,000	Board of Park Commissioners	....	1	....	....	....	....	1	...	1	...	...	...	...	...	1	...	...	...	6	...	...	4	1,000	1,500	1,500	.....	[2]2,500	M	11
12	Campbellsville	3,000	Lions Club	1	....	....	....	....	4	1	...	1	...	...	...	...	...	1	...	...	...	2	...	...	4	.....	300	300	.....	[3]300	P	12
13	Central City	4,500	Board of Education	1	....	....	....	....	....	3	...	2	...	...	...	...	...	1	...	...	...	1	...	1	....	.....	.....	.....	.....	1,000	M, P	13
14	Cynthiana	5,000	Harrison County Recreation Board	1	2	1	....	....	5	4	...	4	...	...	...	2	1	...	...	...	...	...	...	...	2	.....	1,906	2,395	1,744	4,139	P	14
15	Falmouth	2,500	Recreation Council	1	....	....	....	2	....	....	....	....	...	...	...	...	...	1	...	...	...	1	...	...	1	.....	.....	.....	.....	.....	P	15
16	Fort Thomas	[15]11,034	Playground and Recreation Board	5	3	....	....	....	19	3	...	3	...	...	1	...	1	...	...	...	...	3	...	...	3	.....	2,508	4,103	2,050	[2]6,153	M	16
17	Frankfort	12,000	Playground and Recreation Board	4	12	1	....	56	19	7	...	7	...	...	1	1	...	...	...	...	...	1	...	...	...	.....	5,700	7,060	4,795	[2]11,855	M, P	17
18	Glasgow	8,000	Recreation Commission	4	....	....	....	8	....	4	2	2	...	1	...	...	...	1	...	...	...	...	...	1	3	.....	.....	.....	.....	.....	M	18
19	Greenville	2,700	Recreation Department[4]	1	....	....	....	18	15	4	...	4	...	...	...	1	...	1	...	...	...	1	...	...	....	500	600	750	75	1,325	M	19
20	Harlan	6,000	Playground and Recreation Board	9	1	1	....	7	5	3	...	3	...	...	1	...	1	1	...	...	...	2	...	1	...	3,410	4,620	5,533	1,841	10,783	M, P	20
21	Henderson	20,000	Y. M. C. A.	5	3	....	....	6	9	5	...	5	...	...	...	...	...	...	...	...	...	2	1	....	....	.....	.....	.....	.....	4,000	P	21
22	Horse Cave	2,000	Parent-Teacher Association	1	....	....	....	....	....	1	...	1	...	...	...	...	1	1	...	...	...	1	...	...	....	400	450	450	150	[2]1,000	P	22
23	Jefferson County[33]	80,000	County Playground and Recreation Board	24	22	10	12	365	5	24	24	...	1	6	24	6	...	26	...	2	...	26	...	1	20	30,000	55,000	55,000	10,000	96,000	C, P	23
24	Lexington	49,000	Board of Park Commissioners	18	16	1	2	....	58	8	...	8	1	1	6	2	...	...	...	...	...	7	...	1	9	1,279	17,028	31,757	5,228	38,263	M, P	24
25	Louisville	450,000	Division of Recreation, Department of Parks and Recreation	168	92	18	16	....	78	35	5	30	5	9	19	...	3	19	...	3	2	21	1	3	97	.....	50,668	67,668	7,540	[2] [6]75,208	M	25
26	Owensboro	35,000	Community Recreation Council, Inc., and Colored Park Board	....	4	....	....	....	....	2	...	2	...	1	...	...	...	...	...	...	...	...	...	...	....	3,160	.....	[6]5,387	.....	10,576	M, P	26
27	Perry County[34]	10,000	County Recreation Board[1]	6	6	1	....	9	....	4	...	4	...	3	2	...	1	6	...	...	...	2	...	1	2	8,200	5,500	10,100	850	19,150	M, C, P	27
28	Shelbyville	3,000	City Council	3	....	....	....	1	3	2	...	2	...	...	...	...	...	1	...	...	...	2	...	...	2	.....	1,420	1,900	100	2,000	M	28
29	Springfield	2,000	City Schools	1	....	....	....	....	....	1	...	1	...	...	1	...	...	1	...	...	...	1	...	...	2	.....	750	750	150	900	M	29
30	Versailles	2,600	Recreation Committee, City Council	....	2	....	....	....	....	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	....	369	300	300	88	756	M	30
31	Williamstown	1,100	Woman's Club	1	1	....	....	5	....	1	...	1	...	...	1	...	1	...	...	...	...	1	...	...	2	700	550	550	100	1,350	P	31
	Louisiana																															
32	Alexandria	45,000	Recreation Department[1]	14	12	2	2	9	....	8	1	7	1	2	...	3	...	2	...	...	...	2	...	1	6	.....	.....	.....	.....	18,000	M	32
33	East Baton Rouge Parish[35]	120,000	Recreation and Park Commission	29	14	3	3	59	224	24	...	24	2	1	...	...	1	2	...	1	...	24	...	2	8	117,573	47,305	63,878	71,863	[2]253,314	M	33
34	Jeanerette	4,000	Veterans Memorial Park Recreation Committee	1	....	....	....	5	12	1	1	....	...	1	...	...	...	...	...	...	...	1	...	...	2	2,000	555	615	40	2,655	M	34
35	Lafayette	30,000	Playground and Park Department	3	....	2	....	113	199	....	....	....	1	3	...	5	...	...	...	...	1	2	...	1	...	3,238	4,837	14,569	6,127	[2]23,934	M	35
36	Lafourche Parish[36]	38,000	Parish Recreation Commission[1]	8	8	[3]1	....	20	100	8	8	....	...	...	4	4	3	3	...	...	...	8	1	1	....	.....	6,350	6,350	1,000	[2]7,350	M	36
37	Lake Charles	45,000	Recreation Commission	16	9	4	6	50	11	8	6	2	...	2	2	...	...	1	...	...	...	17	...	...	2	3,000	19,988	19,988	15,196	38,183	M	37
38	Monroe	44,000	Recreation Department[4]	4	17	1	1	97	17	7	...	7	1	...	...	...	1	2	...	...	...	7	...	...	6	.....	5,280	6,250	7,400	13,650	M	38
39	Morgan City	10,000	Recreation Commission	8	6	1	....	12	10	4	1	3	...	...	1	1	...	...	...	...	...	2	...	...	....	1,900	7,105	7,405	1,242	10,547	M, P	39
40	New Iberia	20,000	Recreation Department[4]	5	2	1	1	28	61	4	1	3	1	...	2	...	1	...	...	...	...	2	...	1	3	.....	.....	.....	.....	7,500	M	40
41	New Orleans	600,000	Department of Recreation[1] City Park Improvement Association	130 1	57	68 1	30	43	11	64	60	4	8	6	12	9	...	14 16	...	...	2	52 8	...	13	10 33	243,000	.....	225,000	75,000	543,000 63,556	M, P M	41 a
42	Winnsboro	4,000	Town Council	2	1	....	....	2	2	2	...	2	...	...	...	...	...	2	...	...	...	1	...	1	2	1,200	1,500	1,500	.....	[3]2,700	M	42
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Maine																															
1	Auburn	20,300	Recreation and Parks Department	8	6			30	69	8		8			1	1	1	2				5			4	6,536	7,571	7,571	1,500	[2]15,607	M	1
2	Bangor	36,000	Recreation Department[4]	35	17	1	1	14	27	6		6		4	4		4	1				6			6	3,400	10,148	13,548	3,052	[2]20,000	M	2
3	Bath	15,000	Recreation Commission	6	13	2		7	11	5		5		3	3	2	5	5				2				2,400	8,100	8,100	2,300	[2]12,800	M, P	3
4	Brunswick	10,500	Community Center Board	3	4	1	1		54	4		4	1			1	1	1				2					4,900	9,280	12,120	21,400	M, P	4
5	Camden	3,600	City of Camden															1	1												M, P	5
6	Caribou	10,000	Recreation Committee	3	3	[31]		5	7	2		2			1			1				2		1	2	2,417	1,427	4,787	1,412	[2]8,616	M, P	6
7	Hallowell	3,000	Vaughn Playground Commission	1	1			4		1		1						1				1				900	600	600		[2]1,500	M, P	7
8	Houlton	8,500	Recreation Department[4]	4	2		1	42	25	4	1	3		1				2	1			2			2	1,634	5,209	6,641	6,589	[2]14,864	M	8
9	Old Town	7,688	City and Community House Board	2				45		1		1				1			1											[6]1,000	M, P	9
10	Portland	86,400	Parks and Recreation Department	17	18	2	1	34		14		14	1					3	1		1	15			19	7,516	16,426	43,361	11,142	62,019	M	10
11	Presque Isle	10,000	Community Association	9	5	1	[32]	13	101	1		1	1									2		1	2		8,551	8,551	4,904	[2]13,455	M, P	11
12	Sanford	17,000	Park Commission	1	9					3		3						2				2						2,500	1,000	3,500	M	12
13	South Portland	22,000	Parks and Recreation Commission	3	12				7	4		4		2	1				1			2					2,100	5,900	500	[26]400	M	13
14	Washburn	1,900	School Department	1																		1		1	2		450	450	250	700	M, P	14
	Maryland																															
15	Annapolis	14,000	Community Service Building	1	1	[31]		28	15				1														838	1,484	1,516	3,000	M, C, P	15
16	Baltimore	958,000	Department of Recreation and Parks	190	304	21	42	55	91	119	17	53	9	7	41	16		32	1	1	3	66		7	116	284,151	364,241	423,511	110,038	[2]817,700	M, P	16
17	Frederick	21,000	Recreation Commission	12	29			41	18	7		7		6	1							10		2	7		5,300	5,400	2,457	[2]7,857	M, P	17
18	Westminster	5,000	Recreation Commission	5	4				9	2		2		1				1				3			2		1,375	1,375	757	[2]2,132	M, P	18
19	Wicomico County[37]	36,000	War Memorial Recreation Commission	11	9	2		8	18	15		15			5	2		1				4			4		9,900	12,260	4,280	16,540	M, P	19
	Massachusetts																															
20	Amesbury	10,000	Park Department	3	2					1		1		1			1	2				1					1,200	1,200	300	[2]1,500	M	20
21	Andover	11,500	Committee on Recreation	10	9				5			5						2	2			5					5,800	5,800	2,114	[2]7,914	M	21
			Andover Guild	5	3						1						1									500	3,500	4,500	1,000	6,000	P	a
22	Arlington	46,000	Park Commission	30	15			2	3	16		16		3	4			7	1			8			11	44,267	13,006	30,596	3,837	78,700	M	22
23	Barnstable Township[38]	8,000	Playground and Recreation Commission	3	4	1		38	1							6		1	3			2				2,000	4,500	4,500	7,300	13,800	M	23
24	Belmont	28,866	Playground or Recreation Commission	23	13					10								6				8		1	21	4,464	10,088	18,232	15,209	[2]37,905	M	24
25	Boston	800,000	Department of the Extended Use, Public Schools	131	104										29												46,195	99,363	8,350	107,713	M	25
			Community Recreation Service of Boston, Inc	8	4	2	2	5	30							1											19,000	29,000	11,000	40,000	P	a
			Metropolitan District Commission[39]	7		7												17	20	1	2			1	20						M	b
			Boston Park Department	80	100	35	20			90	40	50	12					55	7		2	75	2		60	50,000	200,000	600,000	350,000	[21],000,000	M, P	c
26	Brockton	65,000	Park Department																		1				1					21,303	M	26
			Playground Commission	12	14	1				12		12		3				12				4		3	9		14,699	27,389	2,611	[2]30,000	M	a
27	Brookline	60,000	Recreation Commission and Park Dept	21	21	9	8	25	5	16	3	13	1	3	6			7			1	6	1		24		59,435	86,792	34,991	121,783	M	27
28	Cambridge	110,000	Recreation Department[4]	78	34	9	1		7	33	5	13	4		5	1		7	1	1		7		1	22	139,371	60,498	138,802	23,439	[2]301,612	M	28
29	Chicopee	45,000	Community Center, Inc	2		1		51	73						1											1,317	4,090	6,786	2,343	10,446	M, P	29
			Park and Playground Commission	12	16					9		9						7				5		2	17	144,000	6,100	[6]6,100		152,000	M	a
30	Concord	[35]7,972	Recreation Commission	6	10					2		2		1		2		3	1			4			8	750	3,936	7,448	2,202	[2]10,400	M	30
31	Dalton	4,500	Community Recreation Association	3	8	2		28	36	4	1	3	2					1				3	1		2	1,500	10,550	15,000	9,045	25,545	M, P	31
32	Dedham	17,000	Recreation Commission	10	10			20		8		8						3				1			1	425	3,200	3,275	400	4,100	M	32
			Community Association, Inc	6	5		1	19	6	2	1	1		1	3				1			2			2		2,694	3,174	4,122	[2]7,296	P	a
33	Douglas	2,700	Recreation Commission	1	2			2		2		2						1	1			2					400	400	50	450	M, P	33
34	Easthampton	10,500	Recreation Committee	10	5	1		5	5	5	1	4		1	2		1	2	1			7			4	200	3,500	8,500	900	[2]9,600	M	34
35	East Walpole	3,500	Francis William Park Corporation															1	1					1	6						P	35
36	Everett	50,000	Recreation Department[4]	8	14	3	1	12	7	18	4	14			2		2	10				8		1	4		13,100	16,000	4,000	20,000	M	36
37	Fairhaven	12,000	Park Department	1	1					2		2						2				1			3		480	480	200	680	M	37
38	Framingham	27,000	Civic League, Inc	1		1		27	130				1														3,300	6,749	16,678	23,427	P	38
			Recreation Division, Park Dept	9	26	[31]		13	15	9		9			11	2		5	3			5			12	22,262	5,646	7,820	5,000	35,082	M	a
39	Gardner	[15]20,206	Greenwood Memorial Board	1	1	1	1	2	3							1	1						1	1		2,000	3,846	6,738	6,350	15,088	M	39
40	Haverhill	43,500	Parks and Playgrounds Department	3	3					3		3						3	2			2			7		1,436	3,397	1,540	4,937	M	40
41	Hopedale	3,100	Community House, Inc	2		2			3		1																				P	41
42	Lowell	[15]101,389	Park Department	16	7					11		11		2				12	1			4			29		5,451	[6]5,451		8,562	M	42
43	Maynard	[16]6,812	School Department	2	5					2		2				2	2										780	780	106	886	M	43
44	Melrose	27,938	Park Department	5	9					7		7						5	1		1	5			13	63,303	3,705	[6]3,705		[6]67,008	M	44
45	Milton	21,387	Cunningham Foundation	3		1				1	1		1					2				1		1	5						P	45
			Park Department	6	4				8	3		3			2			3				2			8	6,416	2,208	2,208	413	8,937	M	a
46	New Bedford	110,000	Park Department	13	12	2	1			11		11				4	2	7	2			6			26		11,695	21,042	2,947	23,989	M	46
47	Newton	82,000	Rebecca Pomroy House		8		2	12	26	1	1					1											5,108	8,617	2,707	11,324	P	47
			Recreation Department[4]	100	68	2	2	6	1194	24	7	17		5	10		1	12	2			10			41	64,221	61,812	112,783	40,410	217,414	M	a
48	Northampton	25,000	Frank Newhall Look Memorial Park	6	11					1		1						1				3		1	6		4,920	[6]4,920		54,300	P	48
			Recreation Commission	8	9	1			7	7		7			4			4				6				1,600	8,052	11,328	2,635	15,563	M	a
49	North Andover	8,150	Board of Public Works	2	7					3		3						2	1			2				976	1,701	2,717	200	3,893	M	49
50	Northbridge	[16]10,242	Playground and Recreation Commission	12	11			5	8	8		8						5	2			7					4,643	4,786	3,123	[2]7,909	M, P	50
51	Norwood	16,900	Recreation Department[1]	24	14	1		4		9	1	8	1		1		1	4	1			2		1	2		7,820	12,406	4,107	16,513	M	51
52	Pittsfield	55,000	Department of Parks and Recreation	19	32	1	1	13	589	13		13		1	1	1	1	9	1			7				640	22,932	39,847	18,923	[25]1,410	M, P	52
53	Quincy	82,084	Recreation Commission	54	49				16	38	14	24	4	2	18			13	3			8			12	31,924	15,537	15,537	2,850	[25]0,311	M	53
54	Reading	1,400	Recreation Department[4]	5	7					5		5						2				3			3		3,000	3,000	2,000	5,000	M	54
55	Revere	38,000	Youth Commission	35	15	2	1	9	16	16		16			5			5	2			5			8		10,000	16,000	7,500	23,500	M	55
56	Rockland	8,500	Park Department	2	1					1		1						1				2					2,500	2,500		2,500	M	56
57	Rockport	3,000	School Department	1	1					1		1						1	1								460	460	40	500	M	57
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership				Volunteer Workers		Playgrounds Under Leadership, Number			Recreation Buildings, Number		Indoor Recreation Centers, Number		Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year					Source of Financial Support	Number of City
				No. of Men	No. of Women	Number Employed Full Time Year Round		Activity Leaders	Others	Total	Year Round	Summer Only	Large	Others	Schools	Others											Land, Buildings, Permanent Improvements	Salaries and Wages		All Other Expenses	Grand Total		
						Men	Women																					For Leadership	Total				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Massachusetts — Cont.																															
1	Salem	42,833	Park Board	26	26	...	...	...	...	14	...	14	...	...	...	...	...	4	4	1	...	5	...	1	4	2,150	9,990	15,384	1,693	19,227	M	1
2	Somerville	106,000	Recreation Commission	46	49	7	3	...	10	26	...	24	...	...	12	2	...	5	...	...	...	6	...	...	...	...	50,000	53,040	5,121	[2]58,167	M	2
3	Springfield	170,000	Recreation Division, Department of of Public Parks	89	64	12	1	...	5	36	10	26	...	10	7	...	...	18	1	...	2	22	...	1	48	...	87,461	212,228	21,757	[2]233,985	M	3
4	Taunton	[15]37,395	Park Commission	21	29	...	...	1	5	9	...	9	...	...	...	...	...	7	1	...	...	4	...	1	3	...	8,727	19,242	491	[2]19,733	M	4
5	Turners Falls	8,400	Playground Commission	6	2	[31]	...	8	3	4	1	1	1	1	2	...	...	4	...	...	...	3	...	...	5	...	5,500	5,500	2,000	7,500	M	5
6	Walpole	8,409	Engineering Department	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1,150	1,150	441	[1]1,591	M	6
7	Ware	7,800	Veterans' Memorial Field Trustees	1	...	...	...	6	...	1	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	360	1,845	723	2,568	M	7
8	Wareham	7,500	American Legion	2	...	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	2	...	...	2	...	720	720	280	[1]1,000	M	8
9	Webster	13,000	Public Schools Playground Dept.	5	4	...	...	...	...	4	...	4	...	...	...	...	...	1	...	...	...	4	...	...	...	...	1,700	1,700	...	1,700	M	9
10	Wellesley	20,000	Park and Recreation Commission	37	31	...	...	4	6	6	...	6	...	...	...	...	...	3	1	...	...	3	...	...	6	...	16,565	19,125	2,770	21,895	M	10
11	West Springfield	19,900	Parks and Playground Department	19	11	...	...	...	...	8	1	7	...	...	...	...	...	3	...	...	...	1	...	2	3	4,030	6,250	8,500	2,000	14,500	M	11
12	Whitinsville	10,462	Whitin Community Association	5	1	2	1	...	14	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	3	8,141	...	16,954	6,699	31,795	P	12
13	Worcester	[15]193,694	Parks and Recreation Commission	39	53	1	...	...	...	23	...	23	2	12	...	...	...	14	9	...	1	17	...	...	37	48,790	20,395	161,633	40,402	250,824	M	13
	Michigan																															
14	Adrian	18,000	Department of Recreation[4]	12	10	1	...	...	5	6	...	6	...	1	6	...	...	1	...	...	...	1	1	...	11	...	9,000	14,900	7,600	[2]22,500	M	14
15	Albion	9,000	Recreation Department[4]	10	7	1	...	19	...	6	...	5	1	...	3	...	...	3	...	...	...	4	1	1	4	...	6,400	6,900	2,600	9,500	M, P	15
16	Allegan	5,000	Community Council	5	3	...	...	...	...	3	...	3	...	...	...	...	...	1	1	...	...	3	...	...	4	...	1,800	1,800	600	2,400	P	16
17	Ann Arbor	35,000	Park Commission and Board of Education	81	20	...	...	10	12	14	7	3	...	...	9	...	...	1	1	...	1	12	...	...	12	7,042	19,145	47,861	14,751	69,654	M, S	17
18	Battle Creek	55,003	Dept. of Buildings, Parks and Recreation	6	19	2	2	8	21	10	...	10	2	...	8	...	1	7	1	...	...	4	3	...	9	71,000	29,012	[6]29,012	...	121,987	M	18
19	Benton Harbor	17,000	Board of Education	7	1	...	...	20	...	8	...	8	...	...	...	...	...	3	...	...	...	10	...	...	11	...	3,260	3,260	350	[3]3,610	M, P	19
20	Big Rapids	6,000	Public Schools	4	2	...	...	...	8	6	2	4	2	...	2	...	4	...	...	...	...	2	...	1	2	...	2,860	4,650	1,554	6,214	M	20
21	Birmingham	13,000	Recreation Board	6	7	...	...	4	9	7	...	7	...	...	5	...	...	1	...	...	...	5	1	...	6	500	4,959	9,460	2,818	[2]12,778	M	21
22	Buchanan	6,500	City Park Board	1	...	...	...	2	7	2	...	2	...	...	...	...	...	...	...	...	...	2	...	...	...	...	1,200	1,200	600	[1]1,800	M	22
23	Caro	[16]3,070	Recreation Committee	4	...	...	...	1	2	2	...	1	...	...	2	...	...	1	...	...	...	2	...	...	1	...	1,500	1,500	100	[1]1,600	M	23
24	Coldwater	10,000	Recreation Department[4]	4	6	1	...	...	5	4	...	4	...	...	...	...	...	1	1	...	...	3	...	...	2	...	...	...	...	7,000	M, P	24
25	Comstock	4,000	Public Schools	1	1	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	...	2	...	800	800	...	800	M	25
26	Crystal Falls	2,641	Recreation Council	1	...	...	...	...	...	2	...	1	...	...	1	...	...	1	1	1	...	1	...	...	1	...	600	4,800	940	[5]5,740	M	26
27	Dearborn	85,000	Recreation Division, Department of Health and Recreation	193	88	4	2	3	12	25	2	23	...	...	17	2	...	12	1	...	...	23	5	1	22	70,000	84,583	107,923	27,185	205,108	M	27
28	Detroit	1,653,905	Department of Parks and Recreation	350	252	79	45	61	238	156	...	156	8	12	104	19	...	65	1	1	5	205	25	1	190	1,779,194	689,848	1,459,274	172,245	[3]1,410,713	M, P	28
29	Dickinson County	29,000	County Road Commission	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	2	...	...	...	...	...	4,230	1,770	6,000	C	29
30	Dowagiac	7,000	Public Schools	5	5	1	...	...	...	4	...	4	...	...	1	...	...	1	1	...	...	2	...	...	4	...	5,000	8,500	500	9,000	M, P	30
31	East Lansing	10,000	City and School Board	2	2	...	...	...	...	2	...	2	...	...	1	...	...	1	...	...	...	2	...	...	4	...	900	900	100	1,000	M	31
32	Ecorse	20,000	Department of Recreation[1]	8	12	...	...	...	...	5	2	3	...	...	4	1	2	2	...	...	...	3	...	...	6	5,000	8,000	13,000	10,000	28,000	M	32
33	Escanaba	16,200	City Recreation Department[4]	16	11	2	2	69	82	3	...	3	1	1	5	13	...	3	1	...	...	6	...	...	9	9,000	17,775	26,910	17,187	[2]53,097	M	33
34	Essexville	3,000	Public School	2	2	...	...	...	...	2	...	2	...	...	...	...	...	1	...	...	...	5	1	...	...	...	700	1,000	150	1,150	M, C	34
35	Evart	2,000	Public Schools and Softball Association	1	...	...	...	4	...	1	...	1	1	...	1	...	...	...	...	...	...	1	...	...	...	...	750	750	700	[1]1,450	M	35
36	Everett	6,500	School Board	1	1	...	...	...	...	2	...	2	...	...	1	...	...	...	...	...	...	2	...	...	...	...	900	900	100	1,000	M, C, S, P	36
37	Ferndale	27,500	Recreation Department, School Board	16	17	1	...	2	4	8	...	8	...	...	4	...	...	2	...	...	...	7	1	...	2	...	14,380	14,380	3,250	[1]7,630	M	37
38	Flint	165,000	Mott Foundation	28	42	1	...	...	...	26	...	26	...	...	11	...	...	8	...	...	...	26	1	...	5	...	27,335	29,510	2,325	31,835	P	38
			Recreation and Park Board	24	49	6	8	...	...	20	7	13	6	1	...	...	...	13	...	1	2	...	1	3	44	25,000	45,000	[6]45,000	...	123,400	M	a
39	Flushing	1,800	Community Council	1	5	...	...	9	3	1	...	1	...	...	...	...	...	3	...	...	...	3	...	...	...	...	628	628	474	1,102	P	39
40	Forsyth Township	2,000	Township School Board	1	...	...	...	2	5	4	...	1	...	...	2	...	1	1	...	...	...	4	...	...	...	...	...	1,800	200	2,000	M	40
41	Fremont	3,200	Public Recreation Department[4]	5	6	[21]	...	4	10	3	1	2	1	1	2	1	1	1	...	...	...	1	...	1	...	...	...	...	...	3,402	M, P	41
42	Grand Haven	9,500	Department of Recreation[4]	7	3	1	...	...	...	4	...	4	...	...	1	...	...	1	...	...	...	5	...	...	4	...	4,180	5,200	1,200	[2]6,400	M	42
43	Grand Ledge	4,000	Recreation Council	4	2	...	...	12	7	3	...	3	...	...	1	...	...	2	...	...	...	1	...	...	...	2,000	2,580	2,580	100	4,680	M	43
44	Grand Rapids	200,000	Public Recreation Department[4]	191	91	2	1	40	7	22	...	22	2	1	20	...	...	9	...	...	...	9	...	6	40	...	48,382	55,293	11,663	[2]66,956	M, P	44
45	Grosse Pointe	39,000	Mutual Aid and Neighborhood Club	3	1	2	1	10	...	1	...	1	...	...	1	...	...	1	...	...	...	4	...	...	6	606	10,995	21,593	8,455	30,653	P	45
			Board of Education	8	8	...	...	4	...	7	...	7	...	...	...	...	...	2	...	...	...	14	1	...	7	...	...	...	...	...	M	a
46	Hamtramck	52,000	Department of Recreation[4]	33	9	2	...	...	7	8	...	8	...	...	9	...	1	2	...	...	...	13	2	...	11	...	35,000	35,000	2,000	[2]37,000	M	46
47	Hastings	6,000	Youth Council	7	10	1	...	10	21	3	...	3	...	...	6	2	...	1	1	...	...	2	...	...	4	800	6,550	6,650	7,535	[1]14,985	M, P	47
48	Highland Park	52,000	Recreation Commission	85	55	2	...	22	80	8	2	6	1	...	7	...	1	5	...	...	...	15	...	...	16	7,500	39,026	50,338	11,300	[2]69,138	M	48
49	Hillsdale	8,000	Recreation Commission	4	4	...	...	...	7	5	...	5	...	...	4	...	1	1	1	...	...	...	...	...	2	1,200	2,015	2,015	1,132	[1]4,347	M, P	49
50	Holland	16,000	City Recreation Commission	6	8	...	...	...	...	4	...	4	...	...	6	1	1	2	...	...	...	4	...	...	14	...	2,700	[6]2,700	...	11,000	M	50
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Ironwood	15,490	Recreation Department	5		1				24		24	1		1			2	1			7	1		3	4,000	4,184	4,184	450	[28]8,634	M	1
2	Ishpeming	10,000	City of Ishpeming	1	1					2		2				1	1	1				4			2	9,141	1,200	7,830	9,042	26,013	M	2
3	Jackson	58,000	Ella W. Sharp Park Board															3			1	6			8			25,000	5,000	30,000	P	3
			Recreation Department[4]	27	21	2	1	300	25	15		15			5	2		6	1			20	2		12	5,000	23,500	26,000	8,794	[39]794	M, P	a
4	Kalamazoo	70,000	Department of Recreation[4]	35	30	1	1			15		15						5				8	2		12	900	38,935	49,647	19,335	69,882	M	4
			Douglass Community Association[5]	2	2	2	2	9	18				1														9,498	14,143	5,633	19,776	M, P	a
5	Lansing	78,753	Park and Recreation Department	32	50	2	4	117	8	22		22		1	9	16		4		3	1	14		1	14	24,000	71,499	[6]71,499	5,300	[2 6]100,799	M	5
6	Ludington	10,000	Recreation Board	6	3	1			5				1	4			1	1	1			4			3			6,068	5,932	[2]12,000	M, P	6
7	Manchester	1,200	Youth Guidance Committee	1				6	22	2		2			1	1						2				500	500	482	982	M, P	7
8	Manistee	10,000	Recreation Association	6		[4]2		17	33	2		2	1	1			1	1	2			1			2	7,250	5,000	8,350	2,300	17,900	M, P	8
9	Manistique	7,500	Public Recreation Board	7	2	1		14	5	6					3	1		3	2			4		1	3					12,800	M, C, P	9
10	Marquette	17,000	Municipal Recreation Department	14		1		6		5		5	1				1	3	4			2			4		7,590	[6]7,590		[2]9,999	M, P	10
11	Marshall	6,000	Department of Recreation[4]	6	3	1		9	5	4	4				2			1				2			5		4,796	4,796	1,204	[2]6,000	M, P	11
12	Melvindale	12,000	Recreation Commission	4	4			3	7	4		4			2	1	1	2				3			4		1,237	4,739	415	[2]5,154	M	12
13	Menominee	12,000	City of Menominee	1	1			8	270	2		2						1	4			2									M, P	13
14	Midland	16,500	Public Schools	8	3					6		6			6			1				8			3		2,513	2,513	356	[2]2,869	M, S	14
			Department of Parks and Recreation	14	3				7					3				2				12		1		5,720	12,845	15,800	9,760	[2]31,280	M	a
15	Milan	3,000	Community Council	2	1			1		3		3						2				2			2		1,060	1,060	640	1,700	M, P	15
16	Monroe	20,000	Recreation Commission	19	17				6	13		9		1	4			2				7	1		6	2,787	11,000	13,000	12,153	[2]27,940	M, C, S	16
17	Mount Clemens	16,000	Recreation Department	58	14	1	1		7	7	1	1			1			1	1			4	1		7		21,111	21,111	8,883	[2]29,994	M	17
18	Muskegon	55,000	Recreation Department[1]	31	36	1		10	81	16		16			8	3		4	2			7			10	2,000	17,561	27,721	11,039	40,760	M, P	18
19	Muskegon Heights	20,000	Recreation Commission[1]	75	25	1	1			6		1		1	3		4	1	1			2			7		10,000	10,000	6,500	[2]16,500	M, P	19
			Citizens Recreation Association, Inc.	2	1	1	1	6	32	4	1	3	1				1	1				3					7,000	9,100	3,000	[2]12,100	P	a
20	Muskegon Township		School District No. 1	4	4				9	2		2			2			1				3					1,780	1,780	338	2,118	M, P	20
21	Nahma	800	Bay De Noquet Company	2	1								1						1	1					2						P	21
22	Negaunee	7,500	Recreation Department	3	1	[4]2		7	10	2		2		2		1		1				4			4		4,770	17,787	8,640	26,427	M	22
23	Oakland County	[15]254,068	Board of County Park Trustees															1		[32]1										2,000	P	23
24	Plainwell	2,600	Recreation Commission	1	1			3	6	1		1			1			1				2			2	6,300	875	1,400		7,700	M, S	24
25	Pleasant Ridge	3,900	Recreation Department[4]		2		1			2		2		1								2				809	3,048	4,387	1,710	6,907	M	25
26	Plymouth	7,500	Recreation Commission[1]	5	5	1		5		4		4			1	1		4				5			2	1,262	4,465	5,199	1,544	[2]8,005	M, P	26
27	Pontiac	74,347	Parks and Recreation Department	149	103	2	1		50	16		16			15		3	6			1	10			16		30,360	43,196	8,183	[2]51,379	M	27
28	Port Huron	32,000	City Recreation Commission	11	3	2		7	7	12		12	2	2	5			2	2			13		1	5	1,750	22,020	25,140	4,720	31,610	M	28
29	Richmond	2,000	School Board and Rotary Club	1				3		2		2			1			1				1			1		600	600	584	1,184	M, P	29
30	River Rouge	[15]17,008	Recreation Department[4]	14	3					6		6		1	3			2				4	1		6		14,000	18,000		18,000	M	30
31	Rochester	4,500	Avon Youth Service and Recreation Association	3	3			4	27	4		4		1	4	1	6	1				3		1	3		4,500	4,500	1,175	[2]5,675	M, P	31
32	Rockford	2,000	Board of Edueation	1	2			1	1	1		1						1				3			2		500	500	50	[2]550	M, P, S	32
33	Romulus	3,000	Public Schools	1						1		1						1				4					100	100		100	P	33
34	Roseville	13,000	Recreation Department[4]	11	4	1		2	12	7		7		1			1	5				3			2	9,862	9,095	11,275	3,441	24,578	M	34
35	Royal Oak	37,000	Department of Recreation[4]	12	32	1	1		9	12		12			10	1		3				5	1			9,100		21,825	2,646	33,571	M, P	35
36	Saginaw	93,000	City Recreation Department	41	19	[3]3	[3]2	77	51	10	2	8		1	8			5				7		2	8	3,960	26,792	35,792	6,513	46,265	M	36
37	St. Clair Shores	20,000	Recreation Department	9	5	[3]1				4		4		1	3			4	1			5			3	4,000	9,500	12,000	3,000	[2]19,000	M, C	37
38	St. Joseph	9,000	City of St. Joseph	3	2					2		2			1							2			6		3,800	3,800	600	4,400	M	38
39	Sault St. Marie	16,000	Municipal Department of Recreation[4]	18	6	1		32	6	6	1	5		1		4	1	5	1			2			1	1,067	8,305	9,337	3,589	13,993	M	39
40	South Lyon	1,800	School Board and Board of Commerce	1				2	4	2		2						1				1					450	450	385	[2]835	M, S	40
41	Spring Lake	1,500	Parent Teachers Association	1	3			7		3		3										1			1		600	600	100	700	P	41
42	Swartz Creek	1,000	Recreation Association	1				5		1		1			1			1				1			1		400	450	50	500	S, P	42
43	Three Rivers	7,000	Board of Education	4	4			32		6		6										5			2	180	2,520	2,520	575	[2]3,275	M, P	43
44	Trenton	6,500	Department of Recreation[4]	6	3				5	2		2				2	1	2				2	1		3		4,500	4,500	1,500	6,000	M, P	44
45	Van Dyke	30,000	Recreation Department, School Board	6	8	1				5		5			1		1	1				3			2	400	9,800	12,000	1,800	14,200	M	45
46	Vassar	3,500	Recreational Council	1	2					2		2			1			1				2					750	750	250	1,000	P	46
47	Vicksburg	[16]1,774	Board of Education	1						1		1			1							1			2		200	200	50	[2]250	M, P	47
48	Wayland	2,100	Union School	1	1					1		1			1			2				1			2	5,000	400	400		5,400	M	48
49	Willow Run Village		Public Schools	10	6	[3]1		5	6	4		2			4		4	1				4			4		2,450	7,000	4,000	11,000	M	49
50	Wyandotte	[15]30,618	Recreation Department[1]	27	18	1	1		5	9		9			5			4				7			6	6,000	13,266	22,352	16,648	[2]45,000	M	50
51	Ypsilanti	17,000	Department of Parks and Recreation	9	5	1		21	22	4		4	1	1	5			2				4	1		5	7,750	4,000	14,000	8,250	[2]30,000	M, P	51
	Minnesota																															
52	Adams	850	School Board and Town Council	1						1		1						1				1			2		500	500	200	700	M	52
53	Akeley	600	School Board and Village Council	1				1	2	2		2			1			1	1			1					360	360	20	380	M, P	53
54	Albert Lea	16,000	Recreation Department[1]	8	6	[3]1		29	7	6		3	1			1		4	2			5			11		8,000	9,000	4,000	13,000	M	54
55	Anoka	8,000	City of Anoka	3														1	1	1		2			2	2,000	1,500	[6]1,500		20,800	M, P	55
56	Aurora	2,500	Recreation Department[1]	6	6					3	2	1		1	1			1	1			2			1						M	56
57	Austin	28,060	Recreation Department[4]	25	15	4		10	7	12	3	9	1		1	1	2	3	1			4		1	10	28,750	13,924	22,953	4,037	[2]55,710	M	57
58	Barnesville	1,600	Public School	1	1													1									580	580	100	680	M, P	58
59	Baudette	1,500	City Schools and Village	2						1		1						1	1							500	700	700		1,200	M	59
60	Bayport	2,666	Village Council and American Legion	1				6		1		1		1			1	1	1			1			2	500	150	150	50	700	C	60
61	Benson	[15]2,729	Recreation Council and Red Cross	2	1				5									1						1	5		1,250	2,655	1,603	4,258	M, P	61
62	Biwabik	1,300	Recreation Board[1]	1					6	1		1			1	1		1	1			1	1		2		450	450	50	500	M	62
63	Buffalo	2,500	Public School	2	1			1		2		2						1	1			2			1		1,450	1,725	100	[2]1,825	M	63
64	Cannon Falls	1,650	School District Number 11	3	1			1	6	3		3						1									1,000	1,000	800	1,800	M	64
			Park Board																					1							M	a
65	Chatfield	2,000	City Council	1				1		1		1			1		1	1				2			2		600	600	300	[2]900	M	65
66	Chisholm	8,000	Recreation Department[1]	11		1				3		3	1				1	1				4			1		4,605	4,605	2,139	6,744	M	66
67	Cloquet	8,000	Civic Recreational Center	3	2	3	1	8	5	3	2	1	1		2			2				2			4		11,199	16,138	11,167	[2]27,305	M, C	67
68	Cokato	1,200	School Board	1						1		1						2				1					500	500		500	M	68
69	Columbia Heights	10,000	Community Council	25	10			42	25	4		4			5	1		1	1			5			2	500	10,923	11,163	5,434	[2]17,097	P	69
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	No. of Women	Number Employed Full Time Year Round: Men	Women	Volunteer Workers: Activity Leaders	Others	Playgrounds Under Leadership, Number: Total	Year Round	Summer Only	Recreation Buildings, Number: Large	Others	Indoor Recreation Centers, Number: Schools	Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Salaries and Wages: For Leadership	Salaries and Wages: Total	All Other Expenses	Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Minnesota—Cont.																															
1	Dawson	1,648	Park Board	2	2					1		1						1						1	3	1,041	1,320	2,661	1,151	4,853	M, P	1
2	Detroit Lakes	5,000	Recreation Board[1]	4	2					1	1		1	1				1	1			1			4		1,850	1,850	850	[2]2,700	M	2
3	Duluth	[15]101,065	Park Department	8	5	2		30		12	7	5	12	7				8	2		2	19			15		6,359	[6]6,359		75,000	M	3
4	Elk River	1,500	Public School	1				3	6	1		1						2	1			1			1		600	600	200	800	M	4
5	Ely	6,000	Recreation Department[1]	3	5	2	1			3		3			1	1		1	1			1			2		5,550	5,550	1,809	7,360	M	5
6	Eveleth	6,888	Recreation Commission	4	5	2	1			6		6		4	1	3	2	2	1			6	2		2		11,742	11,742	1,258	[2]13,000	M	6
7	Faribault	15,000	Recreation Department[4]	6	5	1		3	7	9		5			2	1		1				1			1		4,433	8,033	3,967	[2]12,000	M	7
8	Fergus Falls	12,500	Park Department	3	3				8	4		4						1	2		1	1			3	5,078	1,746	3,676	176	[2 6]8,930	M	8
9	Floodwood	800	School and Village Council	1						1		1						1	1			3					575	575	125	700	M, S	9
10	Forest Lake	1,200	School Board and Red Cross	1	1														1												M, P	10
11	Frazee	1,200	School and Village of Frazee	1				3		1		1			1			1	[41]			2					560	560	125	685	M	11
12	Gaylord	1,300	Community Club and Board of Education	1						2		2		1				1				1					300	300	100	400	P	12
13	Harmony	1,000	Board of Education and Village Council	1						2		2		1				1				3					500	500	200	700	P	13
14	Hastings	5,662	Recreation Department[1]	2						3		3						1				2			1		800	800	200	1,000	M	14
15	Hibbing	18,000	Recreation Board[1]	19	11	2	2			10		10	1		5			1	1			8			3	23,000	13,320	36,320	3,200	[2]68,520	M	15
16	Hopkins	8,500	Independent School District No. 19	2	1			2		3					1	1						2			2						M	16
17	International Falls	7,500	Recreation Commission	10	6	2				4		4				6	4	1	1			2					13,650	13,650	6,350	[2]20,000	M	17
18	Jordan	1,600	City Council and School Board	1	1					2		2			1		1					1					725	725	100	[7]825	M	18
19	Kasson	1,200	Village of Kasson	2	2			2	3									1						1		385	750	1,000	465	1,850	P	19
20	Little Falls	7,200	Joint Recreation Committee and City	4	3				7	6		6						[2]	1	1		3			3	260	3,365	3,365	145	[6]3,770	M	20
21	Luverne	[16]3,114	City of Luverne					2										1							3			1,933	276	2,209	M	21
22	Madison	2,800	City of Madison	2	2																			1						3,000	M	22
23	Mahtomedi	[19]870	Education Department	1	1			6		1		1		1	1		1	1				2				1,200	1,200	75	1,275	M, P	23
24	Marshall	6,000	School District No. 8	4	1					1		1						1				2		1	6			2,600	210	2,840	M	24
25	Minneapolis	559,877	Recreation Dept., Board of Education Recreation Division, Board of Park Commissioners Engineering Department	19 203 4	25 104 4	13	11	290	20	21 71	5	21 38	3 1	9 1	24 73		19	45	9		5	24 137		1	198		12,905 373,900	12,905 125,300	2,000 434,000	[2]14,905 357,800	M [42]1,165,700	M, P	25 a
																							2				765	11,258	42,347	10,001	53,113	M	b
26	Moorhead	13,000	City Council	4	5			6	3	3		3						2				2	1		2	1,633	4,059	4,359	326	[6]4,318	M, P	26
27	Moose Lake	1,800	Village Board	1	1										1			1								1,200	1,000	1,000		2,200	M, P	27
28	Mound	10,000	Upper Tonka Council, Inc.	4	5			5		4		4			1	2		1	7			4			1		1,800	3,306	2,569	5,875	M, P	28
29	New Brighton	2,000	Recreation Committee	4	1			10	4	2	1	1			1	1		1				1			2	1,030	250	250	2,200	3,450	P	29
30	New Ulm	10,000	Recreation Commission	2	4				15	3		3		3		1	3								5		1,500	1,500	200	1,700	M	30
31	Osakis	1,600	Public School and Village	1	2			12		2		1				1		1	1			3					400	750	150	900	M, P	31
32	Owatonna	10,000	Recreation Department[4]	6	7	1		5	8	8	1	7				1		2	1			1			4		8,000	8,000	3,500	[2]11,500	M	32
33	Park Rapids	3,800	Public School and Village	3						2		2			1			1				1		1	1		2,400	8,000	1,000	[9]9,000	M, P	33
34	Paynesville	1,800	Independent School District	2						1		1							1								600	600		[7]600	M	34
35	Plainview	1,500	Public Schools	2						2		2			1			1				1					950	1,000	50	1,050	M	35
36	Princeton	2,200	Public Schools	4	1			3	6	2					1	1		2				3			1						M	36
37	Proctor	3,500	Public Schools	2						3		3			3		3	1				2	1		3			3,550	360	3,910	M	37
38	Rochester	31,000	Recreation Committee	35	25			8	1	7		7			1			5				6			5	[43]25,000	16,000	16,000	2,000	43,000	M	38
39	St. Charles	1,507	City Council and Board of Education	1	1				6	3		3		4	1		4	1				1			2			720	720	50	770	M, P	39
40	St. Cloud	26,000	Recreation Department[1]	15	10	4	1		5	7	5	2		1		2	2	3				8	1	4	108,080	8,850	15,624	15,016	[2]138,720	M	40
41	St. Louis Park	22,000	Recreation Department[4]	15	20		[3]1	82	35	16		16			5	2		1				5			1	10,000	7,000	11,304	3,000	24,304	M, P	41
42	St. Paul	299,027	Department of Parks, Playgrounds and Public Buildings	23	16	17	12	270	665	45	30	15	3	13	6			25	1		3	75		1	90	10,000	103,638	163,638	38,870	212,508	M	42
43	St. Paul Park	1,200	Village Council	2				5	7	3		3			1			3				3			2		700	700	200	900	M, P	43
44	Slayton	2,000	School Board	1	2					2		2			1			1				1			1	100	700	800	50	950	M, P	44
45	Sleepy Eye	[15]2,923	Recreation Committee and Park Dept.	1				1		3		1			1			1	1			2			2					3,450	M	45
46	South St. Paul	18,000	Recreation Department[1]	1	1	[3]1		5	14	5		5			8			2				4		1	9	5,375	4,418	17,131	2,868	25,375	M	46
47	Springfield	2,500	Independent School District No. 64	1						1		1						1				2					900	900	100	1,000	M	47
48	Spring Grove	967	Village and School District No. 54	1				1		1		1			1		1	1									700	500	585	241	[2]1,526	M	48
49	Thief River Falls	8,000	Recreation Board	3				11	19	1		1			2	2		1				1			2	3,000	2,400	3,000	800	[6]6,800	M	49
50	Tracy	3,400	School and City	2						3		3						1	1			1			2	800	800	800	150	1,750	M	50
51	Two Harbors	4,500	Recreation Board	4	9				6	6	1	5		1	2		1	1				2			2		5,500	5,500	1,500	[7]7,000	M	51
52	Tyler	1,200	Youth Center Board		1								1				1										200	200		[2]200	P	52
53	Virginia	12,200	Recreation Commission	7	7	1	2		4	4		4				2		1	1			4	2		1		9,500	9,500	3,000	[2]12,500	M	53
54	Wadena	3,739	Recreation Board	2	2					2		2			1			1				1			2		550	1,050	515	1,565	P	54
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

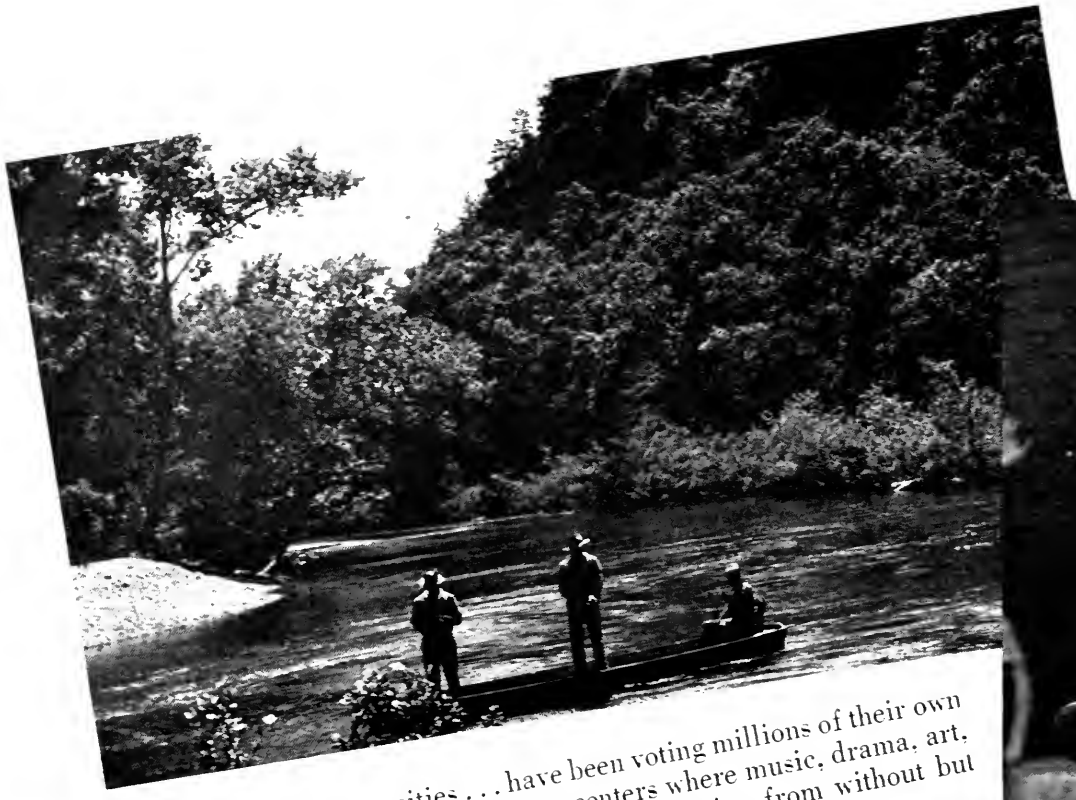
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Waite Park	1,400	Public School and Village	1				3		4		4			1			1				2			1		100	791	1,029	1,920	M, S	1
2	Warren	2,200	Public Schools	2				2		3		3			1			1				1		1	1		750	750	165	[2]915	M	2
3	Wells	2,500	School and Village	1	1			2		2		2			1		1	1				1			2					[2]1,500	M	3
4	Willmar	9,000	Recreation Board	2	1				8	4		4			3	1	1	2	1			3			2		1,285	1,816	693	[2]2,509	M, P	4
5	Windom	3,500	Recreation Committee	1						1		1						1	1			1			3		600	600	200	[2]800	M	5
6	Winona	27,000	City Recreation Department[4]	16	6	2	1	3	12	7	2	5		3	4	2		3				2			4	2,226	10,586	20,037	5,134	[2]27,398	M	6
7	Winthrop	1,195	Athletic Association	1	1				6	1		1			1			2		1		1			2		700	700	160	860	P	7
	Mississippi																															
8	Clarksdale	15,000	City Park Commission	4	7					4		4																			M	8
9	Greenville	35,000	Park and Recreation Commission	4	5	[2]2	[2]2	8	28	6		6		1	6	1		3				2		1	9	17,030	8,000	15,000	10,000	42,000	M, P	9
10	Greenwood	17,500	Park Commission	2	5					3		3						1						1		2,000	1,000	6,400	5,700	14,100	M	10
11	Laurel	40,000	Recreation Committee	4	3					4		4				2		4				4	1		5	1,500	2,918	2,918	1,042	5,460	M, P	11
12	Natchez	25,000	City and County of Natchez	6	11			20	20	6		6										5			3		3,800	3,800	700	4,500	M	12
13	Tupelo	10,000	{City of Tupelo {Community Chest Committee[5]	2 3	2 6			4 2		3 2		3 2			2 2		2	3 1				3 1			3 1		1,550 1,170	1,550 1,170	450 479	2,000 [2]1,649	M P	13 a
	Missouri																															
14	Cape Girardeau	21,000	City Summer Playground Board	6	5				6	6		6		1			1	1				7			2		1,350	1,350	650	[2]2,000	M, P	14
15	Carthage	15,000	Park Board	2				2	5	3	1	2								1				1	2		2,977	13,977	6,712	20,689	M	15
16	Clayton	17,000	Board of Education and Park Board	20	32			42	31	9	5	4		2	7			2				5		1	12	5,600		14,759	5,207	[2]25,566	M, P	16
17	Columbia	27,000	Recreation Commission	8	19	[3]1	1	27	7	5		5								1			1		1	8,040	7,072	8,572	5,876	22,488	M	17
18	Flat River	5,000	Public Schools	5	3					3		3			3			1				1			1		1,950	1,950	300	2,250	M	18
19	Fredericktown	5,000	Public Park Board	2	1			12	3	1		1		2				1				1		1	1	14,000	1,300	1,550	400	[2]15,950	M, P	19
20	Independence	40,000	City Recreation Department	2	1	1		2	10	1		1			1	3		2				2			12	1,000	3,515	3,515	2,840	[2]7,355	M, P	20
21	Jefferson City	27,000	Park Board	17	7			58	18	8		8		3	2	1		3				2			6	20,000	8,836	10,636	1,540	[2]32,176	M, P	21
22	Kansas City	500,000	Recreation Division, Welfare Dept.	125	144	14	19	540	103	59	4	55	4	2	77	5	59									6,364	157,801	179,800	86,511	[2]272,675	M	22
23	Kirkwood	18,000	Kirkwood Vicinity Playground Assn.	10	21					10		10				10											3,100	3,100	650	[2]3,750	M, P	23
24	Liberty	5,000	Chamber of Commerce	1				6	2	1		1						1				1			2	50	400	400	50	500	P	24
25	Maplewood and Richmond Heights	25,000	Public Schools	2	6					6		6						3				6					1,760	2,000	600	2,600	M, C	25
26	Marshall	10,000	Indian Foothills Park Board	1					7	1					1			1	1	1		4		1	4					10,752	M, P	26
27	Maryville	6,500	City Recreation Department[1]	6	1			26	6	3		3			2							2			2	9,182	1,429	2,315	2,223	13,721	M	27
28	Mexico	10,000	Recreation Commission	5	2				3	6		6						1				1	1		2	1,250	2,800	2,800	1,250	[2]5,300	M, P	28
29	North Kansas City	[15]2,688	Community "Y"	6	6			50	45	6		6						3				3			2	2,000	2,900	2,900	225	[2]5,125	M, P	29
30	Richmond Heights	14,000	Park Board	3	3					3		3										1								1,000	M	30
31	St. Charles	15,000	Park Board															2				3		1	3					23,924	M	31
32	St. Joseph	85,000	Board of Park Commissioners	12				4										3			1	5		2	25	1,000	6,220	23,938	8,141	33,079	M	32
33	St. Louis	900,300	{Public Schools {Division of Parks and Recreation, Department of Public Welfare	119 130	143 125	40	35	205 39	75 50	75 37	10	75 27	8	73 2				42		2	1	120 95	7	2	16 112		85,855 225,520	86,855 [6]225,520		[6]86,855 [4][5]543,000	M, S M	33 a
34	Springfield	75,000	Public Park Board	17	5	2				7		7									1	4		3	9	9,275	20,084	32,084	18,625	59,984	M	34
35	University City	40,000	Department of Parks and Recreation	39	26				9	10		10		2	4			4		1		6		1	13		10,824	46,771	21,342	[2]68,113	M	35
36	Warrensburg	6,000	Recreation Committee, Co-ordinating Council	2	1				5	4		4				1		1								500	1,125	1,125	384	[2]2,009	M, P	36
37	West Plains	6,000	Lions Club, Rotary Club and Chamber of Commerce	1				6		1		1						1				1					300	300	129	429	P	37
	Montana																															
38	Anaconda	14,700	Recreation Board	5	2	1		99	24	6		1			2			3				1		1	1		4,797	8,197	1,512	[2]9,709	M, P	38
39	Billings	[15]23,261	Department of Public Recreation[4]	11	15	1		20	5	24		12		3	12			3				16		2	12		10,820	10,820	2,035	[2]12,855	M	39
40	Bozeman	12,000	Board of Public Recreation[1]	4	2			12	7	3		3			1	1		1						1	7	1,030	4,960	9,800	3,090	[2]13,830	M, P	40
41	Choteau	1,500	Lions Club	1				3		1		1										2		1	2	627	871	952	362	[2]1,941	P	41
42	Great Falls	45,000	Department of Recreation[4]	22	18	1	2		20	12	2	10	1	2	3	1		8				1	1	1	7	30,000	16,000	18,000	10,000	[2]58,000	M, P	42
43	Havre	12,500	Recreation Board	4	2			4		6		6						2		1				1	5		3,000	7,458	6,194	13,652	M, P	43
44	Lewistown	5,874	Junior Chamber of Commerce, School Board and City	10	12	2		25	101	1		1	1					3				1		1				8,112	10,057	18,169	M, P	44
45	Livingston	7,500	Park Board	1		1			7	2		2	1			2	2	1				2			2					3,300	M	45
46	Missoula	[15]18,449	Recreation Board	6	5					5		5			6							5			10		5,000	5,000	500	[2]5,500	M	46
47	Red Lodge	3,000	City Park Committee	2														1						1			800	800	500	1,300	M	47
48	Roundup	4,500	Public Schools	1						2		2			1			1									400	400	50	450	M	48
49	Scobey	1,500	School District Number 1	1				6		4		3			1			2				2					600	600	50	650	M	49
50	Sidney	4,000	Recreation Association	3	1				6	1		1						1				1		1		1,000	2,200	2,200	100	[2]3,300	M, P	50
	Nebraska																															
51	Alliance	8,000	Recreation Association, Park Department and Old Timers	2	1			40	35	1		1			1			2				1		1	2		4,000	4,500	4,000	[2]8,500	M, P	51
52	Fremont	16,000	{Dodge County Recreation Association {City Recreation Department[4]	1 2	1				6	2 4		2 4		1		1		1 1	1			2			1 4	297 300	1,000 1,600	3,214 2,000	428 700	3,939 3,600	M C, P	52 a
53	Grand Island	25,000	Recreation Association	3	7					5		5						1				1		1			3,500	3,800	500	[2]4,300	M, P	53
54	Holdrege	5,157	Chamber of Commerce	1				3	2	3		3						1				1					500	500	100	[2]600	M	54
55	Lincoln	95,000	{Recreation Department, City Council {Recreation Board	2 27	1 29	1 2	1	15 55	13 25	16		16	1	1	4			5			1	25		1	21	4,500	4,300 22,675	27,100 30,675	14,155 19,491	41,255 [2]54,666	M M, P	55 a
56	Omaha	260,000	Park and Recreation Commission	28	21	8	6		7	20	2	18				5		8		4	1	18		1	22	329,899	37,440	55,609	15,552	[2]401,060	M	56
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership				Volunteer Workers		Playgrounds Under Leadership, Number			Recreation Buildings, Number		Indoor Recreation Centers, Number		Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year					Source of Financial Support	Number of City
				No. of Men	No. of Women	Number Employed Full Time Year Round		Activity Leaders	Others	Total	Year Round	Summer Only	Large	Others	Schools	Others											Land, Buildings, Permanent Improvements	Salaries and Wages		All Other Expenses	Grand Total		
						Men	Women																					For Leadership	Total				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Nebraska—Cont.																															
1	Sidney	4,500	American Legion Park Board	2	2													1						1			5,400	5,400	2,600	8,000	M	1
2	Wymore	2,500	City of Wymore	1						1		1			1			1								5,000	250	1,260	500	6,760	M	2
	Nevada																															
3	Henderson	6,000	County Sheriff's Athletic League	1						2	2				1			2	1			1					1,500	1,500	80	2,300	P	3
4	Las Vegas	22,000	City Recreation Department	8	4	4	4	4		4	2	2	1	1	2			2		1		1		2	2	7,341	18,927	25,477	25,275	58,093	M	4
5	Reno	35,000	Recreation Commission	14	10	1	1	56	10	6		6	1	1	3	1		1				6		1	11	5,500	23,170	34,917	11,716	[2]52,133	M, P	5
	New Hampshire																															
6	Berlin	20,000	Parks and Playgrounds Commission	4	5	[3]1				5		5														75,181	1,999	4,057	7,032	86,270	M	6
7	Bristol	1,700	Community Center	1	1	1		21		1		1	1					1				1		1			2,340	2,340	1,660	4 000	M, P	7
8	Claremont	16,000	Goodwin Community Center Commission Recreation Department	2 1	1 2			55	9	3		3				1	1	2	2			1		2			6,500 1,828	2,500 857	9,000 2,685	M M	8 a
9	Concord	26,000	Playground Department	16	8					11	1	10			1	1	3	1						8			13,880	6,000	19,880	M	9
10	Greenville	1,200	Summer Playground Project Committee	1				8	11	1		1			1							1		2			450	450	706	[2]1 156	P	10
11	Hinsdale	1,748	Playground Association		2			1		1		1		1				1									350	350	25	375	M, P	11
12	Jaffrey	2,700	Outing Club, Inc	1						1		1										1					200	400	700	50	[2]9 0	M, P	12
13	Nashua	35,000	Park-Recreation Commission	8	5			14	9	5		5						6	1			5		6			6,000			12 500	M	13
14	Newmarket	3,500	Women's Club	1	1			12	6	4		4			1			1				1				150	575	575	500	[2]1,2..5	M, P	14
15	Newport	5,600	Playground Commission	1	1				8	1		1						1				2		1		2,850	500	600	100	3,550	M, P	15
16	Pittsfield	2,200	School Board	1						1		1						1				1		3			470	470	1,034	[2]1,504	M, P	16
17	Rochester	12,000	Community Activities, Incorporated Shade Trees, Parks and Commons Committee	6 5		[3]1		3	14	5		5			3	2										250	2,382	2,497	664	[3]3,411	P	17
18	Somersworth	7,000	Park Commission	3	2					1		1						1						2			1,600	1,600	900	2,500	M	18
19	Winchester	2,200	E. L. Murphy Memorial Community Center	1		[3]1			18	1		1	1	1			1					1				800	1,826	2,792	9,476	13,068	P	19
	New Jersey																															
20	Asbury Park	[45]16,000	West Side Community Center[5] [46] Department of Public Welfare	1 1	4 1	1	1	21 4	20	1 1	1			1		1 1		1									3,800 495	5,000 495	2,200 500	7,200 995	M, P M	20 a
21	Belleville	28,000	Recreation Department	30	7	1		5	3	11		11		1		1		1				3					7,743	21,583	6,501	[2]28,084	M	21
22	Bloomfield	47,000	Board of Recreation Commissioners World War Memorial Association	20 1	13	4	1			11		3		1	3	1		4				4		4		20,000	25,700 300	28,700 1,800	7,300 2,700	56,000 4,500	M M, P	22 a
23	Bogota	7,500	Department of Public Recreation[4]	2	1	1		40	3	1		1			4	1		1				1		1			3,860	4,442	3,058	[2]7,500	M	23
24	Boonton	8,000	Board of Education	1	4			6	10	2		2			2			1				2		2		2,000	1,100	1,100	300	3,400	M	24
25	Bound Brook	10,000	Recreation Commission	2	2					2		2						1				1					1,495	1,495	948	2,443	M	25
26	Bridgewater Township	5,000	Recreation Commission	2	3			11	5	4		4				4						4				100	1,540	1,540	1,000	2,640	M	26
27	Brigantine	750	City of Brigantine	1					4	1		1						1	6							850	500	3,100		3,950	M, P	27
28	Burlington	14,000	Board of Education	1						1		1						1				2					300	300	50	350	M	28
29	Caldwell and West Caldwell	9,000	Recreation Commission	5	5	1	[3]1	9	7	3		3			1	2		1				2				1,922	8,368	8,984	859	[2]11,765	M	29
30	Camden	115,000	Dept. of Parks and Playgrounds	20	41					33		33						12				13		3			15,000	15,000	5,000	[2]20,000	M	30
31	Carteret	14,500	Recreation Department	5		1				4		4			2			1				1		2		3,500	3,475	4,375	2,000	[2]9,875	M	31
32	Collingswood	[15]12,685	Borough of Collingswood																					1			1,375	425	1,800	M	32	
33	Dover	11,600	Recreation Commission	2	2	1		20	5	2	1	1			3			2	1			3				4,000	4,000	8,300	2,200	[2]14,500	M	33
34	Dumont	12,000	Summer Playground Committee	3	1				2	1		1			1			1									925	925	100	1,025	M	34
35	Dunellen	6,000	Recreation Commission	2	4			11	5	2		2			2			2				2		4		12,000	2,200	3,200	1,500	16,700	M, P	35
36	East Orange	75,000	Board of Recreation Commissioners	27	19	1	1	200	20	8		8	1	2	8	2		3				13		20		50,765	30,712	63,000	17,000	130,765	M	36
37	Edgewater	4,200	Recreation Department	1		1		13	11	4	1	3		1	2	1	2	1				2				404,000	2,600	2,600	3,000	[2]409,600	M	37
38	Elizabeth	125,000	Board of Recreation Commissioners	50	22	8	3		5	24	3	9	2	4	11	2		2				4		1		14,000	57,915	82,000	29,500	125,500	M	38
39	Englewood	24,000	Social Service Federation Recreation Commission	5 38	5 6	2	2	26	31 41	4	1	3			6			4				9		4		3,201	11,650 7,821	15,150 7,821	3,880 3,876	22,531 [2]11,697	P M	39 a
40	Essex County[47]	880,000	County Park Commission	30	28	3				30		30						32		1	1	33		60			19,996	221,429	29,711	251,140	M	40
41	Fairlawn	22,000	Parks and Playgrounds Department	16	11	1	[3]1	2	20	5		5	1		2	1		2				5		4		3,000	10,187	13,783	3,000	19,783	M	41
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

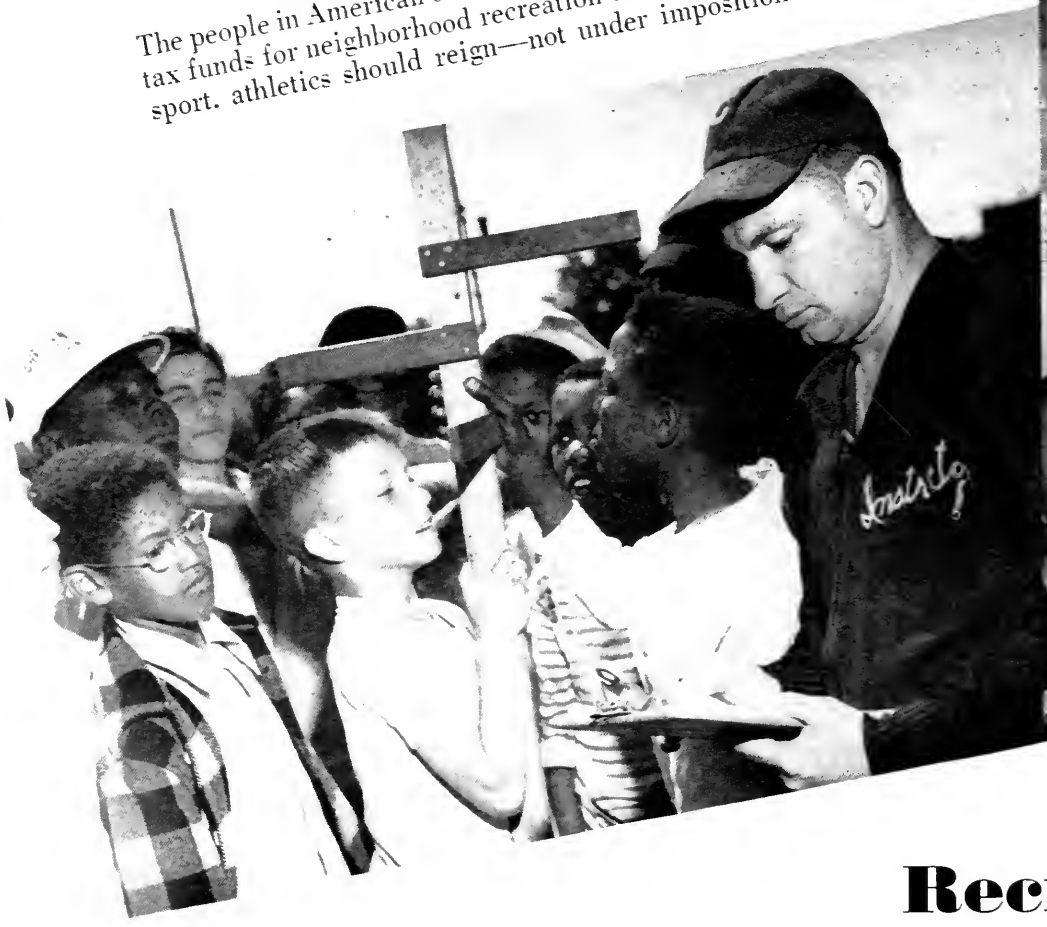
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Glen Ridge	8,100	Playground Committee	1	3					2		2						3				3					873	3,700	400	4,100	M, P	1
2	Glen Rock	6,123	Board of Education	10	1			2	11	2		2			2			2				1			2		2,800	2,800	900	[3]3,700	M	2
3	Hammonton	8,500	Park Commission	1				1		1		1						1	1						3	450	600	600	250	1,300	M	3
4	Hawthorne	1,500	Board of Recreation, Department of Public Works	3	4				6	4		4			4		3					4				600	2,200	2,200	400	[3]3,200	M	4
5	Highland Park	9,000	Recreation Commission	12	4			8	5	3		3			1	1		1							2	5,418	3,129	4,208	1,797	[2]11,424	M	5
6	Irvington	66,000	Department of Public Recreation	14	14	2	2	124	156	6	2	4	1	2	5	3		3				5			13	5,500	18,200	23,817	5,900	[3]35,217	M	6
7	Jersey City	325,000	Department of Recreation	268	73	73	26	266	300	43	9	34	3	3	16		22	8				28	11		29		[48]438,812	[6]438,812	39,465	[6]478,277	M	7
8	Kearny	40,000	Board of Recreation Commission	11	10			13	8	10	4	6				1	1	2				6			5		10,650	34,280	9,920	44,200	M	8
9	Lambertville	5,000	Recreation Committee	4	2			12	12	1		1			1		1	1	1			1			2		1,000	1,000	8,156	9,156	M, P	9
10	Leonia	7,500	Recreation Commission	9	3	1		22	10	1					2	5		1				1			3	13,347	7,078	7,828	2,649	[2]23,824	M	10
11	Linden	33,000	Board of Recreation Commissioners	23	12	2		19	9	9		9			7	1		2				4			2	15,824	15,413	27,933	11,581	[2]55,338	M	11
12	Livingston	8,500	Recreation Department[4]	5	4	1		4	7	3		3	1	1			1	1				1					5,416	7,068	4,770	[2]11,838	M	12
13	Maplewood	24,000	Community Service and Department of Public Works	3	1	1	1	118	157	5		5		4	1			3				4	1		1		7,000	10,000	4,000	[2 6]14,000	M, P	13
14	Millburn	14,000	Department of Public Recreation[4]	10	6	2	1	8	3	4	1	3		1	5			1	1			3			4		11,360	14,400	4,575	18,975	M	14
15	Milltown	4,000	Youth Guidance Council	3	2				6	3	1	2				1		1				2	1				1,500	2,000	2,000	4,000	M, P	15
16	Montclair	45,000	Recreation and Parks Department	45	27	1	1	52	42	10		10		1	9	1		3				6			16		24,079	26,079	4,300	[2]30,379	M	16
17	Moorestown	8,000	Recreation Commission	3	5	1	1	12	26				2	1				1				1	1		2		6,452	12,246	10,454	22,700	M, P	17
18	Morristown	16,000	Park Committee, Board of Aldermen	8	1	1		12	12	6	1	5		1		4		2				3		1	2		7,320	7,320	3,420	[2]10,740	M	18
19	Newark	500,000	Department of Physical Education and Recreation, Board of Education	259	177	53	26	1075	185	53	49	3			49			2				52			3	238,000	426,763	435,713	46,412	[2]720,125	M, S	19
20	New Brunswick	38,100	Department of Recreation	32	10	1		25	220	8			1		5			3				7			12		15,000	18,000	7,000	25,000	M, P	20
21	North Bergen Township	40,000	Dept. of Parks and Public Property	35	5	1		7		4		4			3		3	3				2								5,000	M	21
22	North Brunswick Township	5,000	Township Recreation Commission[1]	7	1			4	20	4		4			2			4				2					1,800	[6]1,800	2,700	[6]4,500	M	22
23	North Plainfield	12,000	Recreation Commission	6	3			8	9	5		5			2			2				6					2,280	2,710	2,390	[5]5,100	M	23
24	Nutley	25,000	Recreation Committee	8	8			3	22	5		5			5												6,750	7,250	2,750	10,000	M	24
25	Ocean City	5,000	Recreation Department[1]	6	3	2		7		5	2	3	2	2			1	2				4			14	6,100	6,000	10,800	4,750	21,650	M	25
26	Orange	38,000	Dept. of Parks and Public Property	19	12	4	2	55	142	8	5	3		3		1	1	2				3			8	6,000	15,980	34,800	8,000	[2]48,800	M	26
27	Passaic County[49]	[15]309,353	County Park Commission	3					3	2		2									[50]1	5									C	27
28	Paterson	140,000	Board of Recreation	14	3	1		35	125	30		30	1		15							7					27,319	34,060	9,213	43,273	M	28
29	Perth Amboy	60,000	Recreation Department	29	16	10				13		13	1	2	1	2	6	6	2			1			18		34,790	49,886	11,500	61,386	M	29
30	Plainfield	42,000	Board of Recreation Commissioners	16	18	2	1		80	10		10			3			3				2			16	37,400	12,600	21,566	13,083	72,049	M, P	30
31	Pompton Lakes	3,500	Recreation Commission	1	2					2		2						1	2			2			2		1,850	1,850	200	[2]2,050	M	31
32	Princeton	10,000	Playgrounds Committee	7	7				25	6		6						3				8			10		3,882	3,882	549	4,431	M, P	32
33	Prospect Park	5,909	Recreation Board[1]	1					9	1		1						2				1				3,500	400	400	200	4,100	M	33
34	Rahway	21,000	Board of Recreation Commissioners[1]	16	6	1		15	20	5		5	1		3	1		1				4		1			6,325	13,307	6,975	20,282	M	34
35	Red Bank	17,000	Board of Education	2	3					2		2						1				2					1,400	1,400	200	1,600	M	35
36	Ridgefield	8,000	Youth Recreation Program	2	1				10	1		1			1			1				1					945	1,195	405	[2]1,600	M	36
37	River Edge	8,000	Recreation Commission	2	2				5	3		3						2				1			2		1,150	1,150	1,000	2,150	M	37
38	Rockaway	5,200	Borough Recreation Commission	2	1					3		3						2	1			1			2	1,300	1,000	1,300	175	[2]2,775	M, P	38
39	Roselle	16,000	Recreation Committee	5	5				10	2		2			2			1				1					4,500	4,500	500	[5]5,000	M	39
40	Rutherford	18,000	Recreation Commission	6	10			6	5	3		3			3			1				4			6	565	8,979	10,629	4,088	[2]15,282	M	40
41	Somerville	12,000	Recreation Commission	4	6	1		4		4		4				3	1	2				4		2	4	13,478	7,493	7,493	3,000	23,971	M	41
42	South Orange	14,000	Recreation Department[4]	4	3	1				3	1	2						4				4		1	16		11,000	15,605	13,585	29,190	M	42
43	South Orange — Maplewood	37,000	Board of Education																			9	1					1,401	529	1,930	M	43
44	Springfield	6,000	Recreation Committee	2	3				6	4		4			2												1,832	2,044	603	[2]2,647	M	44
45	Summit	18,500	Board of Recreation Commissioners	26	15	1		12	75	6	1	5	1		2	3		1				6			12	3,000	9,630	26,344	9,880	[2]39,224	M	45
46	Teaneck	30,000	Recreation Department[1]	24	13	1			6	9		9	1		3			3				10			2		12,330	21,830	2,920	24,750	M	46
47	Tenafly	9,000	Recreation Commission	3	3					1		1			3							2					2,876	2,876	4,852	7,728	M	47
48	Trenton	124,291	City Recreation Department	41	20	7	2			18		18			7	1		7	1			12		2	38		44,351	68,379	17,410	85,789	M	48
49	Union	35,000	Dept. of Parks and Playgrounds	15	20	1	2			11		11	1		7	2		1				8								17,000	M	49
50	Union County[51]	[15]328,344	County Park Commission	57	26	5	1	107	285	12		12						20		1	1	29		2	24	142,246	62,687	144,864	85,702	372,812	C	50
51	Verona	10,000	Board of Education	18	6					7	3	4			3		3										5,280	5,280	779	6,059	M	51
52	Washington	5,000	Board of Recreation Commissioners	1	1					1		1						1				1		1	2	950	510	2,520	220	3,690	M	52
53	Westfield	[15]18,458	Community Center Association[5]	1	1	1	1	65	22				1	1												7,500	4,787	4,787	1,511	13,798	P	53
54	West Orange	27,320	Dept. of Parks and Public Property	15	9	3				7	4	3		1	2			1				10			11		15,449	26,365	7,933	34,298	M	54
55	Wildwood	[52]8,000	Recreation Department[4]	7		2		148	165	1		1	1					1				3			11	5,000	7,910	8,910	1,990	[2]15,990	M	55
56	Woodbury	10,000	Board of Park Commissioners	5	4					4		4						1				2			2		1,000	1,000	500	1,500	M	56
57	Wood Ridge	5,800	Board of Education	2	2			4	6	2		2			1			1							4		1,430	1,430	243	[2]1,673	M	57
	New Mexico																															
58	Albuquerque	80,000	City Schools	24	14	1	1	24	18	15	6	9			15			5				7			5		15,928	15,928	2,000	17,928	C, S, P	58
			City Recreation Department	11	8	5	5	20		5	3	2		5		1	2	1				2			14	24,183		58,960	5,520	[2]88,663	M	a
59	Deming	7,000	Public Schools	12	1			2		6		6			2			1				3		1	4		12,000	12,000	3,000	[2]15,000	M	59
60	Raton	10,000	Youth Center Board	1		1		6	7					1		1	1									1,000	3,000	3,000	2,100	[2]6,100	M, S	60
61	Roswell	24,000	Roswell and Chaves County Recreation Council	3	6		1			2		2	1	1			1					1		1			6,200	6,800	5,643	[2]12,443	M, P	61
62	Silver City	8,000	Recreation Association	4	3			2	2	3		3				1		2				2		1	2		750	2,250	662	[2]2,912	P	62
	New York																															
63	Addison	2,000	Village of Addison	1	1					2		2						1				2		1		300	675	700	250	1,250	M, P	63
64	Afton	1,000	Central School	1	1					1		1						1				1			2	200	650	650	350	1,200	M, S, P	64
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership				Volunteer Workers		Playgrounds Under Leadership, Number			Recreation Buildings, Number		Indoor Recreation Centers, Number		Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year					Source of Financial Support	Number of City
				No. of Men	No. of Women	Number Employed Full Time Year Round		Activity Leaders	Others	Total	Year Round	Summer Only	Large	Others	Schools	Others											Land, Buildings, Permanent Improvements	Salaries and Wages		All Other Expenses	Grand Total		
						Men	Women																					For Leadership	Total				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	New York—Cont.																															
1	Albany	145,000	Recreation Dept., Board of Education, and Department of Public Works	25	1	1				26	5	21			20			12		1	1	40		1	60		23,678	43,678	8,600	[2]52,278	M	1
2	Alden	5,000	Recreation Department[4]	1	1				6	5		5			1	1		3									1,014	1,014	4,000	5,014	M, S, P	2
3	Alexander	300	School Board	2	1			8	11	1		1			1			1				3		4	750	1,000	1,200	1,300	3,250	M, S, P	3
4	Allentown	[15]191	Town of Alma	1						1		1						1				1		1		300	300	50	350	M	4
5	Amsterdam	35,000	Recreation Commission	10	3	2	1			10					3	2		2				5		3	8	3,500		23,562	5,938	33,000	M	5
6	Angelica	1,000	Village of Angelica	1						2		2			1			1	1			1				96	580	580	150	826	M, S	6
7	Auburn	37,000	Recreation Commission Booker T. Washington Community Center[5]	15	21				5	14		14		1	3		1	2				12			15	3,500	14,907	19,471	6,575	29,546	M	7
8	Augusta[53]	2,000	Town of Augusta	1	1		1	9	6	2		2	1									1				1,087	2,467	979	3,446	P	a
9	Avoca	1,100	Recreation Committee	1	1			5		1		1			1				1			2				595	595	97	692	M, S	8
10	Batavia	20,000	Recreation Department	9	11	[1]			7	8		8			4		3	3				5			10	460	460	147	[2]607	M, S	9
11	Bay Shore	12,000	Dept. of Recreation, Public Schools	10	2	1				2	2	1			3			2				3			3	5,181	5,297	620	[2]5,917	M, S	10
12	Beacon	14,000	Recreation Commission	3				4	5	3		3		1	1	1		3				4			2	1,080	7,100	7,100	650	8,830	M	11
13	Belfast	1,200	Town Board	1	1			1	4	2		2			1			1				1		1		3,000	1,400	1,400		4,400	M	12
14	Bethlehem Township		Recreation Commission	5	1				3	5		5			5											500	500	200	700	M, S	13
15	Binghamton	90,000	Municipal Recreation Commission	25	30					12		7			17			8				10					1,320	1,470	530	2,000	M, S	14
16	Bolivar	2,000	Town of Bolivar	4	2					1		1			1			1				3		2			11,350	14,350	4,555	[2]18,905	M, S	15
17	Brockport	4,800	Village of Brockport	1	1			3		1		1			1			1				2		4		1,560	1,560	365	1,925	M, P	16
18	Buffalo	618,112	Physical Education Dept., Board of Education Department of Parks	146 33	76 34	25	26			41 34		41 34	6	2	30 2		2	20	1	2	2	38 55	15	9	84	250 42,105 50,158	900 42,105 294,270	1,100 7,295 151,334	[2]2,000 49,400 [14]495,762	M, S M, S	17 18 a 19
19	Canajoharie	2,500	Community Youth Center, Inc	6	4	1		15	24	1		1	1			1		1				1				300	5,100	7,075	3,145	[2]10,520	P	20
20	Castile	2,000	Recreation Committee	4	2				5	1		1			1	1		1	1			1			3	1,207	1,275	1,737	922	[2]3,866	M, S, P	20
21	Cattaraugus Indian Reservation	1,500	Reservation Recreation Committee	1		1		10	35				2	2	2	1		2				3					2,750	2,750	8,000	[2]10,750	S, P	21 22
22	Cheektowaga	45,000	Recreation Department[4]	14		2		8	3	2	2							2				2				36,000				67,800	M	
23	Cherry Valley	750	Village of Cherry Valley	1	1				5	2		1						1	1			1				1,450	450	450	100	[2]2,000	M, S, P	23
24	Clinton	1,587	Town of Kirkland Playground Committee and Clinton Recreation Committee	2	3					2		1	1					1				2				850	920	1,870	730	3,450	M, S, P	24
25	Clyde	2,800	Galen Youth Center, Inc	1				10		1	1				1												395	410	178	[2]588	S, P	25
26	Cohoes	21,000	Department of Public Works and Board of Education	14	14	1		1		12		12		1	2		1	1				3		1		2,000	6,000	9,000	4,000	[2]15,000	M, S	26
27	Collins Township		Youth Center	2	1					1		1			1			1								769	319	708	79	1,555	M, S, P	27
28	Corfu	500	Board of Education	1						1		1			1			2				1		2			400	400	800	1,200	M, S	28
29	Cortland	17,000	Recreation Commission	6	4	1		22	24	4		4	1		2			3				3		4		1,500	8,000	15,700	6,000	23,200	M, S	29
30	Croton-on-Hudson	4,200	Recreation Department[4]	11	3	1		15	35	3		3			1	2		1	1			4		3		3,130	5,079	5,891	1,289	[2]10,310	M, S, P	30
31	Cuba	2,500	Village Board of Trustees	1	1					3	1	2			1			2	1			2			2		360	595	164	760	M, S	31
32	Deposit	2,000	Community Council and School Board	1	1				10	1		1				1	1	1				1		1	1		520	520		[2]2,000	M, S	32
33	Dobbs Ferry	6,200	Park and Recreation Committee	2	3	1		2	3	2	1	1		1	1	1		1				3			2		5,900	7,400	4,100	[2]11,500	M, P	33
34	Dolgeville	3,500	Recreation Department[4]	1	1	1		15	65	1		1		1		1	1					1			2	400	3,200	3,200	600	4,200	M, S	34
35	Dunkirk	23,000	Recreation Commission	13	8			36	10	9		8			5	1			2			5			4	1,600	6,414	8,014	550	10,164	M, S	35
36	Earlville	1,000	Village Board and Community Club	2	2					2		2						1	1			1			2		800	800	70	870	M, S	36
37	Eastchester	30,000	Recreation Commission	25	17	1			5	13	6	7			6	1		4				12			3	20,000	12,550	21,950	5,734	47,684	M	37
38	East Greenbush[55]	[15]616	Central School District No. 1	4	1					6		6						3	1			2			4	1,759	1,400	1,400	541	3,700	M, S	38
39	Eden	3,800	Youth Project Board	3						2															1		760	760	262	1,022	M, S	39
40	Elba	600	Youth Recreation Commission	2	2			1	4	2	1	1			1			1				3				2,200	1,400	2,400	800	[2]5,400	M, S, P	40
41	Erie County	910,000	County Youth Bureau[56]	1		1			100																		4,000	6,600	1,556	8,156	C, S	41
42	Fallsburgh	5,680	Town Board and P.T.A. Recreation Committee	4				10	9	4		2			4			1				3					1,200	1,350	725	2,075	M, S, P	42
43	Frankfort	4,000	Recreation Committee	3	3					1		1						1				1		1		1,187	550	1,113	250	2,550	M, S	43
44	Franklinville	2,500	Youth Recreation Committee	7	3			10	6	3		3			1			1				2		1	1	1,200	1,500	1,500	1,300	[24]4,000	M, C, S	44
45	Fulton	14,000	Recreation Commission[1]	3	6					6		6				1		4	2			4			4	200	6,500	8,800	1,000	10,000	M	45
46	Garrison	700	Recreation Committee	1	1				18	2		2				1		1				2		1		100	850	850	950	1,900	M, S, P	46
47	Geneva	24,000	Youth Bureau	2	7	1	1	74		7		7	1					1				8			2	1,680	15,800	[6]15,800		24,500	M, S	47
48	Glens Falls	18,000	Recreation Commission	15	25	4	2	40	250	10	3	7		3	1			2	1			9			9	1,988	12,873	21,836	5,647	[2]29,471	M	48
49	Gloversville	23,000	Board of Education	3	1					4		4										2		1	6			5,217	727	[5]5,944	M	49
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Gouverneur	5,000	Youth Commission	2	1				9	2		2			1			1				1			1	1,250	2,500	2,300	[24]4,800	M, S	1
2	Gowanda	3,500	Village of Gowanda	2	2				6	2		2						1	1			1			2	1,100	1,100	400	1,500	M, S	2
3	Great Neck	30,000	Board of Education	26	13	2			20	6		3	1		3		1	2				8		15	9,000	20,112	20,812	9,300	39,112	M	3
4	Greece	20,000	(Barnard Union School	1	1					1		1			1			1				2				250	250		[2]250	M	4
			(Central School Board	2	2			6		1					1							1								M, S	a
5	Groton	2,082	Board of Park Commissioners	2					2	2		2			1							1	1			600	1,683	542	2,225	M, S, P	5
6	HamburgTownship[57]	30,000	Town Board Committee	1				25	7	6		6			2	6	2	3	1			1		2		700	2,700		2,700	M, S	6
7	Hamilton	1,790	Recreation Commission	5	4					2		2						2	1			2		2	600	1,395	1,945	955	[3]3,500	M, S	7
8	Hammondsport	1,200	Youth Committee	4	1				4	1					1			1	1			1		2	1,320	900	1,100	1,015	3,435	M, S	8
9	Hastings-on-Hudson	8,000	Recreation Commission	5	3	1	1	2	5	2	2			1	1		2	1				3		1	3	18,000	6,508	7,068	2,432	[27]7,500	M, S, P	9
10	Hudson	12,000	Youth Bureau	17	8			12	12	5		5			3	1	3		1			1		5	15,300	3,000	10,800	3,900	30,000	M, S	10
11	Hudson Falls	9,000	Recreation Department[1]	4	5	1		24	961	3	1	2			1		1					2		2		5,500	7,000	2,000	[3]9,000	M, S	11
12	Ilion	8,922	School District No. 1 and Village	1	1					3		3						1					1		2,886	427	1,880	112	4,878	M, S	12
13	Irvington	[16]3,272	Park Department		1					1		1						1	1			1		3		200	[6]200		8,802	M	13
14	Ithaca	20,800	(Board of Education	6	12				5	7		7			4			1				8		2		4,240	6,740	1,950	[28]8,690	M, S	14
			(Board of Public Works	3	2									2				1	1	1		1		4	38,647	4,128	8,686	2,502	49,835	M	a
			(Social Service League	6	2	2	2	102	46	3		3	2					1				2			2,950	9,512	10,952	5,283	19,185	S, P	b
15	Jamestown	41,000	City Recreation Department[4]	30	8	1		20	5	8		8		3		16		4				4		42	2,808	7,227	19,832	6,457	[29]9,097	M, S	15
16	Jeffersonville	1,000	Youth Recreation Committee	1	1					1		1			1			1	1			1		1	100	498	533	318	951	M, S, P	16
17	Johnson City	22,000	Board of Education	4	4					5		2			3	2	3	2				3		1	4	1,200	1,200	600	[21]800	M	17
18	Kings Park	3,000	Central School, Board of Education	4	6					1		1			1							1				1,560	1,560	255	1,815	M	18
19	Kingston	29,000	Department of Public Works	12	15	2		10		12		12	1				1	11						15	23,000	9,400	12,000	4,500	39,500	M, S	19
20	Lackawanna	35,720	Department of Municipal Recreation	22	55	4				14	1	13	1	5	1		6	3				16			8	23,560	31,110	11,100	42,210	M	20
21	Lawrence	[68]35,000	Five Towns Youth Recreation Commission, Incorporated[59]	3	1	1	1	1	16	1		1				1	1					1				8,706	10,373	5,477	15,850	P	21
22	LeRoy	5,500	Recreation Committee	7	6			1	8	2		2			1		1	1	1			1		1		498	533	318	951	M, S, P	22
23	Lewiston	1,200	Village Board	2	1					2		2						1				1		1		1,200	1,200	450	[21]1,650	M, S	23
24	Little Falls	10,000	Recreation Commission	6	6					6	1	5						3				2				375	3,750	1,000	[24]4,750	M	24
25	Livonia	1,500	Recreation Committee, Village Board	3	2				5	2		2		1	1			1	1			2		4	200	1,500	1,500	300	[2]2,000	M, S	25
26	Lockport	26,000	Park and Shade Tree Commission	8	1			23		9		9		2				5				5		9	9,600	3,200	36,000	5,300	50,900	M	26
27	Locust Valley	5,500	School Board	1	1				8	1		1										1				500	500	250	750	M, S	27
28	Long Beach	16,000	Recreation Commission	55	4	2		80	15	4	4				4		1	1	1			4		1	6	16,000	18,000	8,000	[26]6,000	M, S	28
29	Lowville	4,000	Recreation Commission[1]	3	1	[3]1		2	19	3		3		2	1			1	1			5		2		3,000	3,850	852	4,702	M, S	29
30	Lynbrook	20,000	Recreation Commission and Y.M.C.A.	9		[3]1		4	35	2		2			3			2								800	950	1,037	1,987	M, S	30
31	Mahopac	3,000	Board of Education		2					1		1	1						1						300	750	750	100	1,150	M, S	31
32	Malone	[15]8,743	Board of Education		8			6		3		3		3				2				3		2		900	900	150	[21]1,050	M	32
33	Mamaroneck	[15]13,034	Rye Neck Board of Education	3	4					1		1			1	1						3		1		2,080	2,080	300	2,380	M	33
34	Manlius	1,500	Community Council	2	1			2	4	1		1	1				1	2				1			600	1,957	2,107	990	3,697	M, P	34
35	Middletown	[15]20,940	Recreation Commission	8	7			2	6	6		6		1			1	2				4		1	12,000	6,950	15,000	5,365	[32]32,365	M	35
36	Minetto	[15]1,052	Youth Program Committee	1						1		1														1,000	1,000	1,000	[2]2,000	M, S	36
37	Mohawk	4,141	Central School District No. 2	1	3			1	6	2	1	1			1			1				4		5	465	670	1,295	933	2,693	M, S	37
38	Moira	3,000	Town of Moira	1				3		2		2			1		1	1				1				400	1,600	400	2,000	M, S	38
39	Montgomery	1,000	Recreation Committee	1	1			2	3	1		1			1			1	1			1		2		640	640	760	1,400	M, S, P	39
40	Monticello	5,000	Board of Recreation	1	2					3	2	1			2			3				2		2	300	1,300	1,900	800	3,000	M, C, S	40
41	Montrose[60]	[61]5,000	Recreation Committee, School District No. 3	5	4				9	4		4				1		1				3				1,320	1,320	298	[21]1,618	M, P	41
42	Mount Kisco	6,000	Leonard Park and Recreation Commission	1	2	1		9	18	2		1			1	4	1	1				2		1		4,250	6,050	1,500	[27]7,550	M, S	42
43	Mount Morris	4,000	Youth Project Association	1	1				80	1		1				1	1	1				1		4		1,350	1,350		[6]1,350	M, S	43
44	Mount Vernon	76,000	Recreation Commission	39	57	3	4		5	21		21	2		12			5				9		14	17,493	43,635	62,307	18,679	[98]8,479	M	44
45	Naples	1,500	Recreation Association	9	2			8	1	1		1			1	1	1									947	1,125	690	[2]1,815	P	45
46	Newark	10,000	(Board of Education and Village Board	4	2					3		3						1				4		2		1,500	1,500	[3]800	2,300	M	46
			(Town of Arcadia, and Community Center Board	3	4	2		7	12	1		1	1	1	2			2				2		6		6,200	8,000	6,000	14,000	M,C,S,P	a
47	Newburgh	35,000	(Community Workers Association	1		1		6	7						1	1										4,000	4,000	2,655	6,655	P	47
			(Recreation Commission	17	11	4		54	174	9		8			3			3				10		8	18,562	20,961	45,399	10,450	[74]1,411	M, S	a
48	New Castle Township	4,000	Recreation Commission	25	5			60	5	1		1			1							1		1		3,000	3,000	2,500	[5]5,500	M, S	48
49	Newcomb-Tahawus	1,700	Newcomb-Tahawus Youth Project	2	3					4		4			2	1			1			1			190	1,445	1,445	1,365	[3]3,000	M, S	49
50	New Rochelle	60,000	Recreation Commission	26	14	8	6			15	7	2			13			4	1			7		6		56,219	73,335	8,818	[82]82,153	M	50
51	New York City	8,067,000	(Department of Parks	363	389	213	219			509	509		20	91				153	6		10	315	9	17	508	4,516,850	1,691,482	1,691,482	31,200	[62]6,239,532	M	51
			(Division of Community Education, Board of Education	1673	1663	23	3			574	153	421		48	441			36				850	44		75		1,479,865	1,479,865	81,241	[62]1,561,106	M, S	a
			(Police Athletic League, Inc	180	92	26	12	412	25	9		9	14	2	1	68										21,689	243,362	304,543	297,816	624,048	M, P	b
52	Niagara Falls	95,000	(Niagara Community Center Assn.	1	2	1	2	52	21					1	1	2		1				1				7,120	7,720	3,281	[21]1,001	P	52
			(Department of Parks and Recreation	34	34	3				22		22		1	8			6		1	1	15		1	23	22,315	[62]22,315		118,534	M	a
53	Northport	3,100	School District No. 4	1	4					3		3			2			1				2				1,825	1,825	256	2,081	M	53
54	North Tarrytown	8,800	Recreation Commission	2	3	1		2	5	4		4				1		1				3		3		4,650	4,650	2,200	6,850	M, P	54
55	North Tonawanda	25,500	Parks and Recreation Department	21	27	2	1	5		22	3	19	1	2	5		4	5				9	1	1	8	126,000	26,000	30,000	14,000	[170]100	M	55
56	Norwich	8,000	City Park Commission	6	3			4	7	3		3						1				2		1	6	15,498	2,957	2,957	398	[18]853	M, S	56
57	Norwood	1,905	Village of Norwood	2					2									1									290	290	73	363	M, S	57
58	Oakfield	3,500	Recreation Commission	1	1				5	1		1			1							1				2,000	1,200	1,500	500	4,000	M, S	58
59	Oneida	10,500	Youth Bureau	8	6	[3]1				6		6		1			1	1				2		3		3,939	5,167	6,157	4,005	14,101	M, P	59
60	Oneonta	12,000	Recreation Commission	12	2	2		11	5	5	2	3		3	1	1	1	2				2		1	5		4,050	4,050	1,830	[25]5,880	M	60
61	Onondaga County	350,000	County Park Board	8		1												2	1			1		2		4,132	10,498	1,193	11,691	C	61
62	Ossining	20,000	Recreation Commission	30	15	3		38	29	7		7	1		3	1	1	3				5		7	1,500	13,901	[61]3,901		19,950	M	62
63	Oswego County	75,000	Camp Hollis Committee	5	4											1			1			1			2,500	4,500	7,000	2,500	12,000	C, P	63
64	Owego	6,000	Youth Council	1		[3]1		1		1		1			1			1				2		2		2,500	2,500	500	[3]3,000	M	64
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	



The people in American cities . . . have been voting millions of their own tax funds for neighborhood recreation centers where music, drama, art, sport, athletics should reign—not under imposition from without but



Recreation

coming from the people themselves. What is more truly characteristic of the American people than this deep desire that happiness be shared by all, that all the people of all ages truly live . . ?—Howard Braucher.

For All

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership				Volunteer Workers		Playgrounds Under Leadership, Number			Recreation Buildings, Number		Indoor Recreation Centers, Number		Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year					Source of Financial Support	Number of City
				No. of Men	No. of Women	Number Employed Full Time Year Round		Activity Leaders	Others	Total	Year Round	Summer Only	Large	Others	Schools	Others											Land, Buildings, Permanent Improvements	Salaries and Wages		All Other Expenses	Grand Total		
						Men	Women																					For Leadership	Total				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	New York—Cont.																															
1	Painted Post	2,400	Village of Painted Post	1	1					1		1			1			1				1					525	525	475	1,000	M, S	1
2	Palmyra	3,000	Community Center	1		1			5	2		1				1										1,767	2,820	3,494	942	[36]6,202	S, P	2
3	Peekskill	18,000	Recreation Commission	30	20	1		30	45	6		6		1	3	2	1					2			2					12,000	M	3
4	Pelham	13,000	Recreation Department[4]	24	14	1	1	17		3		3			5	1						9				575	11,000	13,691	5,181	19,450	M, S	4
5	Perry	4,700	Youth Commission	5	3				20	1		1		1	1	1			2			1			4			2,200	800	[23]3,000	M, S, P	5
6	Plattsburgh	21,000	{Recreation Department[1] {Municipal Beach Commission	8 1	8	1 1		10	4	4		4		2	1			2 1				3			4	400 700	5,125 2,600	5,125 6,970	1,675 305	7,200 7,975	M M	6 a
7	Pleasantville	5,600	Recreation Commission	1	2	1			3	3		3			1	1		1				5		1		150		2,525	875	3,550	M, S	7
8	Port Chester	25,000	Recreation Commission	13	12		1		95	10		4			3	1		3				5					8,186	12,839	1,917	[24]14,756	M, S	8
9	Port Jervis	10,000	City Recreation Department[1]	4	5	1		14	16	5		5	1		1	1	3					5					5,000	5,000	2,000	[27]7,000	M, S	9
10	Poughkeepsie	45,000	{Recreation Commission {Lincoln Center {Catharine St. Community Center, Inc.[5]	3 9 1	5 2	1 2 1	1 2	10 41	45 18	1			2		2	1		2		1		6 2		1	4 2	2,600	5,617 11,459 809	34,013 13,383 5,175	12,419 4,379 2,401	49,031 [17]17,762 [28]8,385	M P P	10 a b
11	Pulaski	2,200	Village of Pulaski and Town of Richland	1	1					1		1				1	1	1				2			3		750	750	1,250	2,000	M, C, S	11
12	Purchase	1,500	The Purchase Community, Inc.	4	6	1		8	117	2		2	1					1							2	1,955	3,342	5,519	7,002	14,476	P	12
13	Remsen		[15]422 Remsen Memorial, Inc.		1			15	95	1		1				1						1				3,043	216	296	606	3,945	M, P	13
14	Rochester	340,000	Park Bureau, Dept. of Public Safety	85	70	32	35			49	29	20	15	14	7	22		15	1		3	28	1	2	44	52,593	157,363	339,495	50,931	443,022	M, S	14
15	Rome	47,000	Recreation Div., Public Works Dept.	36	8	3	3			9	4	5	4		3	2	8	8				13		3	12	4,000	26,525	29,525	15,475	49,000	M, S	15
16	Roscoe	1,200	Youth Commission and School Board	4	1				10	1		1			1		1	1				1		1	1		750	[6]750		[31]1,635	M, S, P	16
17	Roxbury	600	Recreation Committee	2	2				5	1		1						1	1			6					425	635	107	742	M, S, P	17
18	Rye	11,000	Recreation Commission	8	6	1		2	4	3		3						2				3			2	11,000	7,979	15,192	4,032	30,224	M, P	18
19	Salem	1,200	Youth Recreation Committee	4	1				15	1		1												1						900	M	19
20	Scarsdale	15,000	Recreation Department	25	18	1	1	70	12	4	4				4		3	5				4			5	4,000	8,637	9,000	9,000	22,000	M, S	20
21	Schenectady	96,000	Department of Parks and Recreation	51	72		1		8	18	9	9	5	8	4	1	1	6	2			14		2	39	2,150	44,029	74,479	15,680	[32]92,309	M, S	21
22	Schoharie	1,000	Recreation Committee	1						1		1														200	250	350	500	1,050	S, P	22
23	Sea Cliff	4,500	Board of Trustees	2					14					1				1	1			1				2,500	2,500	5,120	500	[28]8,120	M, S, P	23
24	Seneca Falls	8,000	Parks and Playground Commission	1	3			5	5	4		4			4		4	1				4			1	373	950	950	575	1,898	M	24
25	Sherburne	1,800	Village Board	1	1			1	2	3		3			2			1	1			4			3	170	1,260	1,260	570	2,000	M, S	25
26	Sherman	800	Board of Education	1					4	1		1						1	1			3				2,540	660	960	500	4,000	M, S	26
27	Silver Springs	800	Recreation Committee	2				2	2	2		2		1	1			2	1			2			1			620	580	1,200	M	27
28	Sinclairville	850	Recreation Committee		1				9							1										320	45	45	55	[24]420	S, P	28
29	Sodus	5,000	Recreation Association, Inc.	1		[41]		5		4		4		1	1	2	1	1				1				300	2,600	2,600	1,100	[24]4,000	M, S	29
30	Southampton	3,800	Village Board																1									1,600		4,000	M	30
31	Spring Valley	5,000	Village Recreation Committee	1	5				20	3		3			2	1	3										800	800	3,000	[23]3,800	M, S, P	31
32	Syracuse	230,000	{Municipal Recreation Commission {Park Department[63]	76	102	9	9		7	31		31	4	15	25			27				31		9	83 11		97,870	97,870	18,300	[21]116,170	M, S	32
33	Tioga Township		Board of Education	2	1			5	11						1	1					2				2			400		[24]400	M, S	33
34	Tonawanda	17,000	Recreation Department	8	25					12		12			6	2	5					6	2		8	1,500		7,751	3,875	13,129	M, S	34
35	Tonawanda Township		{Recreation Department {Town Board	5 1	1			11	5	1		1		1	4			1				13			2	4,000	2,200	3,150	3,500	10,650 29,865	M, S M	35 a
36	Troy	70,000	Recreation Department[4]	35	45	1	1		6	20		20						9		1		6		1	20		22,623	28,091	12,176	40,270	M	36
37	Utica	105,000	{Park Board {Department of Recreation[4]	63	63	1	1		7 5	20		20		8	11			8				10		2	1 33	44,211	34,876	49,868	13,294	M [21]107,373	M	37 a
38	Verona	475	Town of Verona	1						1		1						1				1			1		400	400	200	600	M, P	38
39	Vestal	8,000	Youth Organization	3	2					3		3		1			1	3				5								3,330	M, S	39
40	Warsaw	3,551	Park Committee, Village Board	3	1					1	1					1	1	1				1		1	6	160	2,832	3,024	2,974	6,158	M, S	40
41	Warwick	2,500	Park Department		1					2		2						1									320	320	200	520	M, S	41
42	Watertown	38,000	Recreation Department[1]	10	10	1	1	38	8	10		10			1			3				6		2	8		24,779	28,079	14,639	42,718	M, S	42
43	Waverly	5,000	Village Board	5	1	1				2		2			3		2	2				2			3					M	43
44	Webster	7,000	Youth Recreation Committee	1	2					4		4		2	2		4	4	1								2,438	2,088	1,512	4,200	M, S	44
45	Westchester County	[10]573,558	{County Recreation Commission {County Park Commission[64]	105	69	3	5	308	354				1		2				11	3		4			2	10,400	86,653	168,387	69,824	[22]248,611 381,600	M C	45 a
46	Westford	750	Town of Westford	1				5	7	1		1			1												80	80	35	115	P	46
47	Westmoreland	[15]400	Town Board	1						1		1						1				1			1		400	400	496	[2]896	M, P	47
48	Whitehall	4,500	Recreation Commission	1	1	1				6		3		2			1	1				2			3					4,943	M, S	48
49	White Plains	45,000	Department of Recreation	58	28	8	9			11	5	6			7	2		8				9			17	37,000	54,000	80,500	12,275	[21]129,835	M, S	49
50	Worcester	800	Central School	3						1					1		1	1									1,800	500	2,300	M	50
51	Yonkers	166,000	Recreation Department[4]	42	37	7	5			28		28			33	4		5				8			25	45,500	42,434	112,588	10,082	168,170	M	51
52	Yorkshire	[19]1,410	Town of Yorkshire	1	2			1		2		2			1		1	1	1			1					400	710	26	736	M, P	52
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	North Carolina																															
1	Asheville	[15]51,310	Recreation Department	9	16	....	1	....	....	12	...	12	...	3	1	...	1	1	...	1	...	1	...	3	11	24,000	26,000	26,000	.....	[2]50,000	M	1
2	Black Mountain	800	Youth Activities Planning Council	1	....	....	....	1	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	.....	267	267	60	327	P	2
3	Burlington	30,000	Recreation Department[4]	12	13	2	2	11	18	11	...	11	...	2	2	....	....	9	....	....	....	11	....	....	4	760	14,820	14,820	2,420	[2]18,000	M	3
4	Canton	6,000	Board of Aldermen and Recreation Commission	1	....	....	....	....	10	1	...	1	....	....	1	1	...	1	....	....	....	....	....	....	....	2	75,000	1,000	1,000	500	[2]76,500	M	4
5	Chapel Hill	[16]3,654	Recreation Commission	1	1	....	1	10	....	2	1	1	....	1	....	....	1	2	....	....	....	2	....	....	....	....	5,100	5,100	3,900	[2]9,000	P	5
6	Charlotte	135,000	Park and Recreation Commission	31	26	2	5	....	....	21	...	21	2	...	3	....	....	4	1	1	....	11	....	1	33	55,000	.....	.....	.....	161,000	M, P	6
7	Durham	70,000	Department of Public Recreation[1]	45	26	5	4	81	146	18	3	15	1	5	4	...	3	5	....	....	....	9	...	4	17	80,850	53,588	74,082	27,329	182,261	M	7
8	Farmville	3,550	Recreation Department[4]	1	1	....	....	....	....	1	...	1	...	1	1	....	....	....	....	....	1	....	....	1	2	800	955	1,925	220	2,945	M	8
9	Garner	1,500	Sports Committee	1	....	....	....	3	....	1	...	1	....	....	1	....	....	1	....	....	....	....	....	....	....	.....	600	600	150	750	P	9
10	Gastonia	25,000	Recreation Department[4]	8	16	2	2	26	12	5	2	3	...	4	...	2	2	2	...	1	....	....	....	1	6	32,311	11,173	20,061	10,586	62,958	M	10
11	Gibsonville	2,100	Art and Literature Club and Civic Organizations	....	1	....	....	4	22	1	...	1	....	....	....	....	....	....	....	....	....	2	....	....	....	750	450	508	818	2,077	P	11
12	Goldsboro	27,000	Wayne County Memorial Community Building	8	4	2	....	2	12	....	....	....	1	....	....	....	....	1	....	....	....	....	1	....	8	.....	7,000	12,629	9,371	22,000	M, C, P	12
13	Greensboro	84,000	Parks and Recreation Department	30	18	5	1	34	75	13	...	13	....	....	5	2	1	7	1	1	....	10	....	1	10	12,480	52,803	81,963	31,433	125,876	M	13
14	Greenville	17,000	City Recreation Commission	1	5	....	....	11	17	5	....	5	....	1	2	1	....	2	....	....	....	2	....	1	3	.....	3,000	[3]3,000	.....	8,750	M	14
15	High Point	47,000	Park and Recreation Commission	15	15	4	1	15	....	9	7	2	....	1	7	....	....	6	2	....	1	7	....	2	12	.....	41,730	62,595	23,620	86,215	M	15
16	Kinston	23,000	City Recreation Department[4]	12	4	1	4	4	12	7	4	3	....	7	1	....	....	3	....	....	....	1	....	1	9	2,500	18,115	19,675	8,170	[2]30,345	M	16
17	Laurinburg	10,000	Recreation Commission	3	2	....	1	6	....	3	...	3	....	1	1	....	....	2	....	....	....	3	....	....	3	.....	3,814	3,814	3,886	[2]7,700	M	17
18	Lexington	15,000	City Recreation Commission	5	4	....	....	....	11	6	....	6	....	....	5	....	....	3	....	....	....	....	....	....	....	.....	1,920	1,920	280	[2]2,200	M	18
19	Liberty	950	Recreation Commission[1]	1	....	....	....	3	5	1	....	1	....	1	....	....	1	1	....	....	....	1	....	....	....	250	1,220	1,220	500	1,970	P	19
20	Louisburg	2,400	Recreation Commission	....	3	....	....	....	....	1	....	1	....	....	1	1	....	1	....	....	....	1	....	2	....	.....	544	544	218	762	P	20
21	Mooresville	8,000	Recreation Commission	1	2	[31]	....	6	58	2	....	2	....	....	....	....	1	1	....	....	....	....	....	....	....	.....	2,550	2,550	171	2,721	M, P	21
22	Morganton	12,000	Recreation Commission	5	1	[31]	....	....	10	3	....	3	....	1	1	....	2	....	....	....	....	2	....	1	....	.....	1,841	2,198	751	2,949	M	22
23	Mount Airy	6,500	City Recreation Committee	7	....	....	....	....	5	4	....	4	....	....	1	....	1	2	....	....	....	3	....	2	....	.....	1,500	1,500	100	1,600	M, P	23
24	Newton	8,000	Recreation Commission	9	3	....	....	4	3	4	....	4	....	1	1	....	1	....	....	....	....	3	....	1	3	1,016	2,822	2,929	18	3,963	M, P	24
25	Raleigh	60,000	Tuttle Community Center, Inc.[5]	1	3	....	2	9	18	1	1	....	....	1	....	....	....	....	....	....	....	1	....	....	1	.....	4,045	4,045	1,500	[2]5,545	P	25
			Parks and Recreation Department	6	4	4	3	149	10	14	..	14	2	1	12	2	....	2	....	....	....	....	....	2	12	.....	.....	33,140	15,830	[2]48,970	M	a
26	Reidsville	14,400	City Recreation Department[4]	6	3	[32]	[32]	16	30	6	2	4	....	2	2	....	2	....	....	....	....	3	....	2	4	45,000	8,394	10,988	5,550	61,538	M	26
27	Robersonville	1,600	Rotary Club	1	....	....	....	3	....	2	....	2	....	....	....	....	....	1	....	....	....	....	....	....	2	2,500	500	500	50	3,050	M, P	27
28	Rocky Mount	34,000	City Recreation Department[4]	5	5	3	3	4	24	6	....	6	1	4	....	....	2	3	....	....	....	3	....	1	17	11,924	12,822	47,957	16,534	76,414	M	28
29	Sanford	12,000	Recreation Department[4]	1	1	[31]	[31]	....	40	1	....	1	....	3	1	....	....	....	....	....	....	....	....	1	2	.....	.....	.....	.....	.....	M	29
30	Shelby	20,000	Parks and Recreation Commission	9	10	....	....	20	45	7	....	1	....	....	....	....	....	....	....	....	....	8	....	....	....	65,055	5,022	7,732	2,855	75,642	M	30
31	Statesville	20,000	Recreation Commission	7	4	[32]	....	....	....	5	....	5	....	1	....	....	....	....	....	....	....	2	....	1	4	.....	4,585	5,998	3,599	9,597	M	31
32	Wilson	25,000	Dept. of Recreation and Parks	3	4	[31]	2	16	17	4	....	4	1	9	....	2	....	3	....	....	....	2	....	1	9	6,000	8,086	8,475	16,910	31,385	M	32
33	Winston-Salem	98,000	Department of Recreation[4]	28	22	5	5	150	345	17	15	2	1	....	12	4	....	13	....	....	....	14	2	3	78	7,232	54,713	75,999	20,601	103,831	M, P	33
	North Dakota																															
34	Bismarck	20,000	Recreational Board	22	10	1	....	6	42	5	....	5	....	....	8	3	11	1	....	1	....	11	....	1	9	68	14,350	14,350	6,097	[2]20,515	M	34
35	Devils Lake	8,200	Recreation Association	4	....	[31]	....	12	18	....	....	....	....	....	2	2	....	....	....	....	....	1	....	....	....	.....	1,375	1,375	181	[2]1,556	P	35
36	Dickinson	7,500	Recreation Association	3	3	....	....	....	....	4	....	4	1	....	....	....	....	....	....	....	....	....	....	1	4	.....	4,770	4,770	684	[2]5,454	M, P	36
37	Grand Forks	26,000	Board of Park Commissioners	8	4	....	....	....	38	4	....	4	....	5	....	....	....	....	....	....	1	8	....	1	8	1,849	5,619	21,170	5,467	[2]28,487	M	37
38	Lisbon	2,000	Park District	1	....	....	....	1	....	2	....	2	....	2	....	....	1	1	1	[65]1	....	....	....	....	....	.....	625	625	1,200	1,825	M	38
39	Mayville	1,800	Park Board	2	2	....	....	3	....	1	....	1	....	....	1	1	1	....	....	....	....	3	....	....	3	.....	800	800	.....	800	M	39
40	Williston	8,000	Recreation Association	5	5	1	....	8	15	2	....	1	....	1	2	2	1	2	....	....	....	4	....	....	6	5,300	5,275	5,326	1,449	[2]12,075	M	40
	Ohio																															
41	Akron	300,000	Recreation Department[1]	148	92	9	5	148	192	53	2	51	2	...	18	...	18	10	....	....	....	31	....	....	36	.....	69,505	83,772	14,823	[2]98,594	M	41
			J. Edward Good Park Golf Course Board	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	17,500	.....	18,575	13,569	49,644	M	a
42	Ashtabula	28,000	Recreation Department[4]	7	7	1	....	20	47	7	2	5	....	....	7	....	....	3	1	....	....	2	....	....	7	.....	7,372	12,000	2,142	14,142	M	42
43	Barberton	28,000	Board of Education	10	6	....	....	....	3	8	...	8	....	....	7	....	1	1	1	....	....	14	....	....	7	500	5,125	5,125	676	6,301	M, P	43
44	Bay Village	6,000	Recreation Board	2	....	....	....	2	8	4	....	4	....	1	3	....	....	2	1	....	....	2	....	....	2	750	750	1,700	1,850	[2]4,300	M, P	44
45	Bellevue	7,300	Community Recreation Committee	6	3	....	....	20	10	5	....	5	....	....	....	4	....	1	....	....	....	7	....	....	3	750	2,615	2,615	1,322	[2]4,687	P	45
46	Berea	12,000	Recreation Board	4	3	....	....	10	7	4	....	4	1	1	1	....	1	4	....	....	....	4	....	....	4	800	1,500	4,700	2,500	[2]8,000	M	46
47	Bexley	11,500	Department of Public Recreation[4]	19	3	....	....	....	17	4	1	3	1	....	3	....	....	1	....	....	....	6	....	....	5	795	5,703	7,053	982	[2]8,830	M	47
48	Canton	120,000	Recreation Board, City School District	11	18	2	1	22	15	11	....	11	....	....	8	1	....	4	....	....	....	21	....	3	22	.....	17,544	32,030	14,813	46,843	M	48
49	Chillicothe	22,000	Recreation Board[1]	6	3	....	....	....	5	4	....	4	....	....	2	....	....	2	....	....	....	7	....	....	4	.....	.....	3,866	672	[2]4,539	M	49
50	Cincinnati	[15]455,610	Public Recreation Commission	251	144	17	10	1120	1020	50	6	44	4	7	22	5	...	45	....	....	2	71	6	[66]50	166	162,286	164,429	293,820	151,620	607,726	M	50
51	Cleveland	906,000	Metropolitan Park Board[67]	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	3	24	....	4	....	.....	.....	.....	.....	.....	40,088	M	51
			Joint Recreation Board, City, and Board of Education	541	272	171	58	84	7	161	...	161	5	6	30	11	7	43	6	...	4	42	7	4	92	917,350	644,141	739,446	251,694	1,908,490	M, P	a
52	Cleveland Heights	72,000	Parks Committee, City Council[68]	22	12	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	19,500	52,969	36,118	89,087	M	52
			Board of Education and City[69]	63	77	3	....	37	37	16	1	15	....	....	13	....	....	5	....	....	....	16	1	1	17	3,000	17,230	36,585	18,691	58,276	M, C	a
53	Conneaut	10,000	Board of Education	2	1	....	....	....	....	3	...	3	....	....	1	....	1	1	1	....	....	3	....	....	2	700	1,600	1,600	.....	2,300	M	53
54	Dayton	275,000	Division of Recreation, Welfare Dept.	56	58	16	16	260	....	38	9	29	4	7	2	...	2	10	....	1	3	60	1	2	52	84,893	117,656	139,310	38,998	[2]263,201	M, P	54
55	Deer Park	7,500	Park Board	2	1	....	....	....	1	....	1	....	....	....	....	....	....	1	....	....	....	3	....	....	3	.....	1,183	1,992	2,604	4,596	M	55
56	Delaware	10,000	Recreation Board	9	4	....	....	6	8	5	5	....	....	....	3	1	3	....	....	....	....	....	....	....	....	500	2,850	3,050	500	[2]4,050	M, P	56
57	Delphos	6,500	Department of Recreation[4]	2	....	....	....	....	6	1	....	1	....	....	....	....	....	1	....	....	....	2	....	1	....	8,050	1,456	4,970	4,320	[2]17,340	M, P	57
58	Dover	11,000	Recreation Department[1]	4	2	1	....	....	8	5	....	5	....	....	....	....	....	2	....	....	....	7	....	....	4	1,700	4,432	4,432	1,000	[2]7,132	M, P	58
59	East Liverpool	25,000	Recreation Council	5	11	....	....	2	10	13	....	13	....	1	....	....	....	2	....	....	....	2	....	....	1	25,000	4,462	4,462	890	[2]30,352	P	59
60	Fostoria	16,900	Y.M.C.A.	2	....	....	....	....	21	1	....	1	....	....	....	....	....	....	....	....	....	2	....	....	2	.....	700	700	350	1,050	M, P	60
61	Geneva	5,000	Recreation Board	3	1	....	....	3	5	1	....	1	....	....	1	1	....	1	....	....	....	1	....	....	....	.....	1,231	1,723	836	[2]3,966	M, P	61
62	Greenfield	4,880	Recreation Council	2	1	....	....	....	....	2	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	493	632	958	783	[2]2,234	P	62
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership				Volunteer Workers		Playgrounds Under Leadership, Number			Recreation Buildings, Number		Indoor Recreation Centers, Number		Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year					Source of Financial Support	Number of City
				No. of Men	No. of Women	Number Employed Full Time Year Round: Men	Number Employed Full Time Year Round: Women	Activity Leaders	Others	Total	Year Round	Summer Only	Large	Others	Schools	Others											Land, Buildings, Permanent Improvements	Salaries and Wages: For Leadership	Salaries and Wages: Total	All Other Expenses	Grand Total		
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Ohio—Cont.																															
1	Hamilton County	622,000	County Park District	2	....	2	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	1	18	....	....	....	144,000	5,986	[6]5,986	....	170,486	C	1
2	Ironton	21,000	Recreation Department[4]	10	12	3	....	19	15	7	....	4	....	1	2	1	3	5	....	....	....	4	....	....	2	1,100	9,000	9,957	3,747	14,804	M, P	2
3	Lakewood	75,000	Department of Public Recreation, Board of Education	95	110	2	....	....	....	20	....	20	....	....	6	1	....	8	....	....	....	16	1	....	21	....	30,000	30,000	8,000	38,000	M	3
4	Lima	60,000	Department of Recreation[4]	22	15	....	....	....	5	12	....	12	....	....	5	1	....	4	....	....	....	9	....	1	11	....	28,481	29,381	8,772	[2]38,153	M	4
5	Mansfield	42,000	Department of Recreation[1]	9	16	1	....	8	23	7	....	7	....	....	4	6	....	2	....	....	....	7	....	....	9	....	5,058	10,948	6,061	17,008	M	5
6	Marion	36,000	Recreation Commission	4	....	....	....	....	....	4	....	....	....	....	....	....	....	1	....	....	....	3	....	....	2	....	1,800	1,800	....	[21]1,800	M	6
7	Martin's Ferry	15,000	Recreation Board	1	8	....	....	2	5	7	....	6	....	....	3	....	....	1	1	....	....	....	....	1	4	4,000	4,092	8,100	4,302	[2]16,492	M	7
8	Massillon	26,644	Recreation Board	2	1	1	....	....	5	8	....	8	....	....	....	....	....	3	....	....	....	15	....	....	4	2,000	6,700	6,700	2,800	11,500	C, P	8
9	Maumee	4,690	Recreation Committee	4	3	....	....	....	1	3	....	3	....	....	1	....	....	....	....	....	....	2	....	....	....	....	....	....	....	4,000	M	9
10	Medina	5,000	Recreation Board	1	2	....	....	12	5	1	....	1	....	....	....	....	....	....	....	....	....	2	....	....	....	....	961	961	329	[21]1,290	M, P	10
11	Napoleon	5,000	City Recreation Department[4]	3	1	....	....	6	3	3	....	3	....	....	....	....	....	....	....	....	1	....	1	....	1	2,000	1,600	[6]1,600	....	11,000	M	11
12	New Bremen	[10]1,484	Park Commission	1	1	....	....	....	1	2	....	2	....	....	....	....	....	....	....	....	....	....	....	....	1	1,000	600	2,600	500	4,100	M	12
13	Niles	18,000	Recreation Service	40	5	1	....	24	14	5	....	5	5	5	....	....	....	3	....	....	....	13	....	....	6	3,498	7,067	7,067	1,184	11,749	M	13
14	North Olmsted	6,000	Recreation Commission	1	1	....	....	17	5	1	....	1	....	1	....	....	....	1	....	....	....	2	....	....	2	....	1,052	1,052	383	1,435	M	14
15	Norwalk	10,000	Board of Park Commissioners	4	1	....	....	3	6	4	....	4	....	1	....	1	1	1	....	....	....	4	....	1	4	....	1,783	2,981	1,104	4,085	M	15
16	Norwood	43,000	Recreation Commission	8	9	1	1	6	16	10	3	7	1	5	9	....	1	3	....	....	....	9	1	2	1	18,000	25,000	28,000	6,010	[2]52,010	M	16
17	Oberlin	5,534	Phillis Wheatley Community Center[5]	5	12	1	....	26	42	3	....	3	....	1	2	1	2	1	....	....	....	4	....	....	....	....	2,346	2,949	3,175	[26]6,123	M, P	17
18	Painesville	16,000	Recreation Commission	1	7	....	....	5	5	7	....	7	....	....	2	....	....	1	....	....	....	7	....	....	4	500	3,513	4,175	1,652	[26]6,327	M	18
19	Piqua	18,000	Parks and Recreation Department	6	7	....	....	....	6	5	....	5	....	4	....	....	....	....	....	....	....	6	....	....	1	....	3,000	[6]3,000	500	[6]3,500	M	19
20	Portsmouth	55,000	City Recreation Department[1]	4	4	....	....	....	5	8	....	8	....	....	....	....	....	2	....	....	....	6	....	....	14	3,000	2,479	8,000	7,000	18,000	M	20
			Fourteenth Street Community Center[5]	1	2	....	....	....	11	....	....	....	1	....	....	....	1	....	....	....	....	....	....	....	....	400	2,192	2,388	863	3,651	P	a
21	Salem	12,000	Memorial Building Association	2	....	2	....	4	....	3	....	3	1	1	....	....	....	2	....	....	....	6	....	....	3	4,200	....	5,200	1,500	10,900	P	21
22	Sandusky	33,000	City of Sandusky	3	5	....	....	4	....	4	....	4	....	....	1	....	....	1	....	1	....	3	....	....	4	16,393	3,000	8,335	4,041	28,769	M	22
23	Shaker Heights	26,000	Board of Education	40	35	....	....	....	....	6	....	6	....	....	10	....	....	4	....	....	....	8	1	....	23	....	19,196	28,479	6,070	[34]54,549	M	23
24	South Euclid-Lyndhurst	17,000	South Euclid-Lyndhurst Recreation Commission	9	8	....	....	22	10	2	....	2	....	....	3	....	1	2	....	....	....	3	....	....	8	....	4,288	4,288	2,412	[26]6,700	M, P	24
25	Springfield	80,000	City Recreation Board	13	10	....	....	....	5	14	....	14	....	....	....	....	....	4	....	....	....	8	....	....	8	....	5,677	5,677	3,135	[28]8,812	M	25
26	Steubenville	40,000	Department of Parks and Recreation	10	15	3	....	31	8	11	....	11	1	1	5	....	5	2	....	1	....	4	....	3	5	10,188	13,000	50,403	9,524	[3]79,115	M	26
27	Summit County	330,400	Akron Metropolitan Park District	16	2	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....	82,428	25,700	62,460	17,348	162,236	C	27
28	Toledo	300,000	Frederick Douglas Community Assn.[5]	6	5	3	2	11	19	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	15,467	18,862	10,601	29,463	P	28
			City Recreation Division, Department of Public Welfare	57	51	4	1	185	81	36	....	36	....	8	2	3	....	19	....	1	2	63	....	7	48	384,817	123,454	182,264	49,186	616,267	M	a
			Recreation Association, Inc.	1	8	1	....	....	13	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	7,800	2,900	3,000	5,600	16,400	P	29
29	Troy	13,000	Lincoln Community Center Assn., Inc.[5]	5	5	1	1	27	40	1	....	1	1	....	....	....	....	....	....	....	....	....	1	....	....	631	4,430	5,390	1,904	7,925	M, P	a
			Board of Education and Recreation Commission	2	4	....	....	....	....	4	....	4	....	....	....	....	....	3	....	....	....	....	2	....	6	150	2,100	2,600	580	[23]3,330	M, P	b
30	Upper Arlington	7,000	Board of Education	16	17	....	....	....	....	2	....	1	....	....	2	....	....	3	....	....	....	1	....	1	....	3,992	[6]5,295	1,118	[26]6,412	M	30
31	Wadsworth	8,500	Recreation Department[4]	2	1	1	1	10	7	2	....	2	1	....	1	....	....	1	....	....	....	2	....	1	4	3,500	9,200	12,200	5,000	20,700	M, P	31
32	Wapakoneta	[15]5,225	Board of Education	3	4	....	....	....	....	2	....	2	....	1	....	....	1	1	....	....	....	1	....	1	4	1,000	1,800	4,800	1,500	7,300	M	32
33	Westerville	3,500	City Manager's Office	1	1	....	....	....	....	3	....	3	....	....	....	....	....	1	....	....	....	2	....	....	4	....	718	1,528	78	1,607	M	33
34	Xenia	13,500	Recreation Department	4	....	....	....	....	20	3	....	3	....	1	1	....	1	....	....	....	....	3	....	....	....	650	2,675	2,675	844	[24]4,169	M, P	34
35	Youngstown	170,000	Township Park District Board	7	1	2	....	4	....	1	....	....	....	2	....	....	....	1	....	....	2	20	....	....	12	....	7,560	[6]7,560	....	58,457	M	35
			Playground Association	5	5	....	....	....	....	6	....	6	....	....	....	....	....	....	....	....	....	5	....	....	....	....	3,390	3,711	1,147	4,858	P	a
			Park and Recreation Commission	25	27	....	....	....	....	25	....	25	....	27	....	....	....	10	....	1	....	35	....	6	38	....	40,254	156,283	22,581	178,864	C	b
36	Zanesville	47,000	Community Center[5]	2	1	2	1	....	....	1	....	1	1	....	....	....	....	....	....	....	....	....	....	1	....	4,579	4,250	8,000	2,500	15,079	M, P	36
	Oklahoma																															
37	Blackwell	11,500	City of Blackwell	2	2	....	....	....	....	2	....	2	1	....	....	....	....	1	....	....	....	1	....	....	....	47,100	2,500	2,500	....	[24]9,600	M	37
38	Chickasha	18,500	City Park Department	....	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	[22]1	4	....	....	....	....	....	....	....	M	38
39	Cushing	10,000	City Manager	3	2	....	....	....	....	1	....	1	....	....	2	....	....	1	....	....	....	2	....	1	4	....	2,325	[6]2,325	....	13,825	M	39
40	Enid	34,000	Summer Recreation Council and Park Board	14	7	....	....	....	....	9	....	9	....	....	3	....	....	5	....	....	....	1	....	1	4	....	4,943	4,943	747	[2] [6]5,690	M, P	40
41	Lawton	35,000	Park Department	2	6	....	....	....	....	8	....	8	....	....	....	....	....	1	....	....	....	1	....	....	13	....	1,580	1,580	600	2,180	M	41
42	McAlester	22,000	Department of Streets and Parks	6	2	....	....	1	....	8	....	8	....	....	....	....	....	6	....	....	....	1	....	....	2	17,105	4,800	11,462	1,045	[29]12,612	M	42
43	Miami	16,000	Park Board	5	3	....	....	....	....	6	....	6	....	....	....	....	....	1	....	....	....	1	....	....	2	....	....	....	....	3,000	M	43
44	Muskogee	40,000	Park Department	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	6	800	275	3,000	1,350	5,150	M, P	44
45	Oklahoma City	280,000	Recreation Commission[1]	50	70	6	7	300	70	40	5	35	....	6	....	....	....	8	....	....	....	30	6	1	26	10,000	50,950	50,950	8,000	74,950	M	45
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Sayre	4,500	City Park Board	1						1		1										1		1	2	500	500	500	500	1,500	M	1
2	Shawnee	28,000	Y.M.C.A. and City	4	1					9		4				1	1	1				4		1	5					8,840	M, P	2
3	Stillwater	17,000	City Recreation Board and City	1	1	1		29	7	1		4			2	1		2			[701]	1			1		1,800	1,800	3,700	5,500	M	3
4	Tulsa	230,000	Park Department	18	16	5	2	31	330	23		23	5		1	1	2	10			1	7		3	37	20,150	26,485	52,939	16,150	89,239	M	4
5	Vinita	7,000	City of Vinita																			1		1	1					1,500	M	5
6	Watonga	2,828	Kiwanis Club	1	1					1		1		1				1				1			1			800	150	950	P	6
	Oregon																															
7	Albany	15,000	Parks and Recreation Commission	1	3	1		13	13	2		2			2	1		1				3		1	2	1,500	5,400	8,500	2,150	12,150	M	7
8	Corvallis	10,000	Recreation Commission	8	7			25	5	6	1	5						1				6			2		5,500	5,500	1,500	[2]7,000	M	8
9	Cottage Grove	5,000	Recreation Committee	1	1				8	1		1			2							2			2		1,000	1,000	150	1,150	P	9
10	Eugene	42,000	Bureau of Parks and Public Recreation	8	5	2	1	84	10	5	1	4		2	4							2		1	2					16,680	M	10
11	Forest Grove	4,000	City Recreation Council	1	1			20	7	1	1				2											500	3,000	3,000	500	[24]4,000	M	11
12	Grants Pass	10,000	City and Public Schools	5	2					3		3			2	1	1	1				1		1	8	1,500				6,500	M, P	12
13	Klamath Falls	20,000	Recreation Department[4]	5	7	1			7	7	1	6			4			1				4	2		6	8,360	6,560	8,745	9,351	[2]26,456	M	13
14	McMinnville	5,000	City Park and Recreation Commission	3	1			3	3	3		3						1				3		1	4		1,700	2,000	1,460	3,460	M, C	14
15	Newberg	4,000	City Park Board		2					1		1												1			585	585	300	885	M	15
16	Ontario	6,000	City of Ontario	1	1					2		2						1				1		1	1		550	[6]550		[21]1,077	M, P	16
17	Pendleton	13,500	Recreation Board	3	4	1		23		5	1	1	2	1	1	1						3		1	5	1,077		5,793	2,846	9,716	M	17
18	Portland	425,000	Bureau of Parks and Public Recreation	82	86	21	26	5023	36	36	18	18	3	14	24	2		9		1	2	65	2	8	64	330,290		207,638	53,782	[2]591,710	M	18
19	Salem	51,584	Playground Board	28	12			10	2	11		11				5		3				5		2	9	969	2,303	16,993	7,322	25,284	M	19
20	Springfield[71]	11,000	Willamalane Park and Recreation District	14	10		1	17	9	5		5			3	4										7,448	6,715	7,451	4,363	19,262	M, P	20
	Pennsylvania																															
21	Albion Area	4,600	Albion Area School	1	1					1		1						1				2			2	2,120	1,760	1,760	150	4,030	M, S, P	21
22	Aldan	3,000	Recreation Board	1	1				10	1						1											800	800	400	[21]1,200	M, P	22
23	Aliquippa	30,000	School District	9	11					5		5			10		10					8						6,398	1,274	7,672	M, S	23
24	Allentown	100,000	Recreation Commission and School Board	32	22	1	2	8	85	19		19		1	12	3	1	7	1			27		4	17	7,026	17,670	21,670	2,012	30,708	M, P	24
25	Allison Park	[16]750	Hampton Township Schools	2						3		3			1		1					1					1,125	1,125		1,125	M, S	25
26	Altoona	82,000	Park and Recreation Commission	3	15					23		17						5				20		2			1,500	2,500	3,500	6,000	M	26
27	Annville	3,200	Recreation Association	1	4			5	60	1		1			1		1	1				3			2		1,000	1,265	1,095	2,360	P	27
28	Arnold	12,500	School District	5					7	2		2			1										2	382	2,857	2,857	174	3,413	M	28
29	Avalon	[15]6,155	Boro of Avalon																		1							4,656	2,585	7,241	M	29
30	Bangor	6,500	Youth Center	1				1	15							1	1										1,400	1,400	400	1,800	M, P	30
31	Barnesboro	3,831	Public Schools		2					2		2						1				1			1		1,000	1,000	100	1,100	S	31
32	Beaver Falls	12,000	City Recreation Board	14	8	1	1		5	6	1	5				4	3	3				6			6	10,000	12,000	12,000	1,000	[23]23,000	M, S	32
33	Bedford	3,200	School District	8	3			18	6	4		3			2	1	1	2	1			4			1	330	7,570	7,570	1,620	[9]9,520	S, P	33
34	Bellefonte	6,000	Community Recreation Council	9	6			16	11	3		2			2	1	1					4					5,904	5,904	825	[26]6,729	M, S, P	34
35	Belleville	1,500	Union Township Board of Education	1						1		1						1				2			2		500	570	200	[7]770	M, S, P	35
36	Berks County	131,170	Recreation Board[1 72]	4	2		1																				5,174	5,174	335	[25]5,509	C	36
37	Berwyn	2,000	Easttown Parent-Teachers Association	1						1		1						1				1					240	240	60	300	M, P	37
38	Bethlehem	68,000	Recreation Commission	30	30			7	5	17		17			8	4	8	4				11		1	11		15,773	23,277	8,577	[31]8,854	M, P	38
39	Blairsville	5,000	Recreation Board	8	1				7	6		6			1	1		1				2		1	2		3,600	4,600	1,200	[5]5,800	M	39
40	Blakely	8,200	School District	3						1								1									750	750	150	900	M	40
41	Bloomsburg	10,000	School District	4	1			24	15	1		1								1		2				600	1,900	1,900	400	2,900	S, P	41
42	Blossburg	2,100	Board of Education and Community Planning Committee	6	7				6	3		3			1		1	1				1				365	1,866	1,866	200	[2]2,431	M, S, P	42
43	Bradford	19,000	School District	12	9										3												1,678	1,678	373	2,051	M, S	43
44	Bridgeport	6,000	Community Fund	2	3					1		1			1			1				2			2	9,080	750	1,650	2,545	13,275	P	44
45	Butler	25,000	Board of Recreation	9	16	1				6		6						1				3	1		6	6,000	10,000	13,000	3,000	22,000	M	45
46	Butler Township	4,500	School District	2						5		5			1	4	5	1				2					800	800	77	877	S, P	46
47	Caernarvon Township	2,500	Morgantown Civic Association	1	1			6		1		1						1				1			1	12	480	480	115	[3]607	M, S, P	47
48	Carbondale	20,000	Recreation Association	7	6			26	10	8		8		5	1							5					5,529	5,529		[25]5,529	M, S	48
49	Carlisle	15,000	Borough of Carlisle and School District	6	6					3		3						1				3					3,280	3,280	485	3,765	M	49
50	Centre Hall	730	School Board	3	3					2	1	1		2	1			2				2					1,200	1,200	300	1,500	M, S	50
51	Chambersburg	18,263	Recreation Commission	6	12		1	3	30	9		9		1	1	3	1	4				4			4			10,163	1,738	11,901	M	51
52	Charleroi	12,000	School District	11	6					4		4			2		2	1				2			1		6,612	6,612	2,200	[8]8,812	M, S	52
53	Chester	70,000	Recreation Board	35	34	1	1	172	67	20	9	7		2	6	4	10	8				12			10	4,860	29,297	41,592	11,250	[27]57,702	M	53
54	Circleville	5,000	Parent-Teachers Association	1				1		1		1			1							1					645	645	150	795	P	54
55	Clairton	22,000	Bureau of Recreation[1]	12	21	1	3	11	39	10		10		5	1		5	2				2					17,865	22,731	5,360	[28]28,091	M	55
56	Claysville	1,000	Public Schools	1						1		1			1			1				1									M	56
57	Clearfield	10,000	Borough Recreation Association	7				2	4	5		5						2				5			5		3,350	3,925	4,000	7,925	M, P	57
58	Cleona	1,200	Playground Association and Auxiliary	1	1				22	1		1		1											3	650	492	492	100	[21]1,242	M, P	58
59	Coatesville	15,000	Department of Parks and Playgrounds	6	6					4		4						3				3		2	3	23,495	2,124	12,539	7,166	[43]20,200	M	59
60	Collingdale	8,500	School District	3	3					3		3						1				2					2,110	2,110	1,074	3,184	M	60
61	Conneautville	987	Joint Board of Education	1	1					1		1			1												804	804	347	1,151	P	61
62	Connellsville	15,000	Recreation Board	5	7			8	10	5		5		2				3				2			2	5,099	7,023	9,824	3,436	18,359	M, S, P	62
63	Conshohocken	11,000	Recreational Council	2	6					6		6						4				3				507	1,187	1,187	332	2,025	M, P	63
64	Coplay	3,109	School District	1	1					1		1						1				1					600	600	100	700	M	64
65	Cumberland Township[73]	8,000	Township School District	9	8					3		3				1		2				3					3,407	3,407	800	4,207	M, S, P	35
66	Curwensville	3,500	Borough School District	2				3		2				2	1		1	3	1			2					615	615	177	[2]792	M, S	36
67	Danville	7,000	Playground Association	2	3					1		1										1			2	1,000	1,800	1,800	300	3,100	S, P	67
68	Darby	12,000	School District	5	5			4		3		3			1			1				3			2	50		4,304	550	4,904	M, S	68
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership				Volunteer Workers		Playgrounds Under Leadership, Number			Recreation Buildings, Number		Indoor Recreation Centers, Number		Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year					Source of Financial Support	Number of City
				No. of Men	No. of Women	Number Employed Full Time Year Round		Activity Leaders	Others	Total	Year Round	Summer Only	Large	Others	Schools	Others											Land, Buildings, Permanent Improvements	Salaries and Wages		All Other Expenses	Grand Total		
						Men	Women																					For Leadership	Total				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Pennsylvania—Cont.																															
1	Delaware County	350,000	County Park and Recreation Board	5	2	2	....	....	....	2	1	1	....	....	....	1	1	....	....	....	....	3	....	....	....	....	5,409	[6]5,409	....	[6]5,409	C	1
2	Doylestown	5,000	Youth Recreation Council	3	2	....	....	14	17	2	....	2	....	....	1	3	....	2	....	....	....	1	....	....	6	120	1,800	1,800	380	[2]2,300	M, P	2
			Fanny Chapman Memorial Swimming Pool	5	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	8,366	....	3,090	3,588	15,044	P	a
3	Du Bois	12,000	Recreation Commission	7	5	....	....	....	....	7	....	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5,300	5,300	8,400	13,700	M, P	3
4	Dunmore	23,000	School District	25	....	....	....	....	....	10	....	10	....	....	3	....	3	4	....	....	....	6	....	1	3	....	10,470	10,470	1,500	[2]11,970	M, S	4
5	East Bethlehem Township	5,700	Township School District	3	3	....	....	4	....	5	1	4	....	....	1	1	1	2	....	....	....	2	....	....	....	....	....	....	....	....	M, S	5
6	East Donegal Township	4,000	Township School District	1	1	....	....	....	....	2	....	2	....	....	....	....	....	2	....	....	....	2	....	....	....	....	800	800	200	1,000	M, S, P	6
7	East Lansdowne	3,400	Recreation Board	1	....	....	....	....	8	1	....	1	....	....	1	....	....	1	....	....	....	1	....	....	....	....	400	400	200	600	M	7
8	East McKeesport	3,300	School District	3	1	....	....	....	....	3	....	3	....	....	1	....	....	1	....	....	....	3	....	....	....	....	4,000	4,000	1,000	5,000	M, S	8
9	Easton	35,000	Recreation Bureau[4]	31	9	[3]1	1	17	15	8	....	8	....	....	5	2	....	1	1	....	....	7	....	2	6	....	15,375	18,350	5,400	[2]23,750	M, P	9
10	East Texas	280	Playground Association	....	1	....	....	....	4	1	....	1	....	1	....	....	....	....	....	....	....	1	....	....	....	....	90	90	210	300	P	10
11	Edgeworth	2,000	Public School	1	....	....	....	....	....	1	....	1	....	....	....	....	....	1	....	....	....	1	....	....	2	....	600	600	100	700	M	11
12	Edri	[15]515	Elders Ridge Joint High School District	2	2	....	....	....	15	3	....	3	....	....	....	....	....	3	....	....	....	3	....	....	2	....	....	1,500	450	1,950	M, S	12
13	Emporium	8,000	Cameron County Recreation Board[1]	2	2	1	1	5	4	3	1	2	1	2	....	1	....	3	....	....	....	2	....	1	4	....	5,870	6,802	1,713	[2]8,515	P	13
			City Bureau of Water	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	....	....	....	....	1	....	1,370	....	35,925	1,546	38,842	M	14
14	Erie	140,000	Bureau of Recreation, Department of Parks and Public Properties	35	25	2	2	....	....	13	....	13	....	1	18	....	....	7	....	....	2	8	3	1	15	30,000	15,725	[6]15,725	....	95,782	M	a
15	Fallowfield Township	4,000	School District	1	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	2	....	....	....	....	255	255	75	330	M	15
16	Fleetwood	2,450	Recreation Board	1	1	....	....	....	....	1	....	1	....	....	....	....	....	1	....	....	....	1	....	....	1	....	400	600	300	400	M	16
17	Franklin Township	4,000	School District	3	3	....	....	....	....	3	....	3	....	....	....	....	....	3	....	....	....	3	....	....	....	....	2,610	2,610	150	2,760	M, S	17
18	Greencastle	2,500	Jerome R. King Playground Association	1	....	....	....	1	9	1	....	1	....	....	....	....	....	1	....	....	....	1	....	....	2	1,793	750	1,958	619	4,369	S, P	18
19	Greensburg	16,500	Playground Association	8	8	....	....	....	....	8	....	8	....	....	....	....	....	....	....	....	....	8	....	....	....	....	4,038	4,747	1,885	6,631	M, P	19
20	Grove City	7,000	Recreational Council	3	2	....	....	....	....	2	....	2	....	1	....	....	....	2	....	....	....	2	....	....	....	....	1,520	1,520	1,481	3,001	P	20
21	Hanover	16,000	Community Recreation Association, Inc.	4	10	....	....	11	45	6	....	6	....	....	1	....	....	3	....	....	....	3	....	1	2	2,100	3,000	3,500	2,900	8,500	P	21
22	Harrisburg	83,893	Dept. of Parks and Public Property	20	60	1	....	....	....	34	....	34	....	....	....	....	....	4	1	....	....	14	....	....	13	14,342	13,500	18,750	4,500	37,592	M, P	22
23	Hawley	1,800	School District	2	....	....	....	....	....	2	1	1	....	....	1	....	....	....	....	....	....	....	....	....	....	....	1,400	1,400	300	1,700	M, S, P	23
24	Hegins Township[74]	3,500	Board of Education	2	1	....	....	....	....	2	....	2	....	....	....	....	....	3	....	....	....	3	....	....	....	....	....	....	....	699	M, S	24
25	Hepburn Township	600	Recreation Commission	1	1	....	....	....	....	1	....	1	....	....	....	....	....	....	1	....	....	....	....	....	....	....	80	80	....	80	S, P	25
26	Highspire	2,500	School District	2	....	....	....	....	....	1	....	1	....	....	....	....	....	2	....	....	....	2	....	....	1	....	1,000	1,000	300	1,300	M, S	26
27	Houtzdale	2,000	Houtzdale-Woodward Schools, and Business and Professional Women's Club	1	....	....	....	....	....	1	....	1	....	....	1	1	1	....	....	....	....	1	....	....	....	2,500	210	210	50	2,760	P	27
28	Howard Boro	800	School District	1	1	....	....	....	....	1	....	1	....	....	1	....	....	1	....	....	....	2	....	....	....	....	....	704	....	704	M	28
29	Huntingdon	8,000	Playground Committee	8	4	....	....	2	5	2	....	2	....	1	....	....	....	2	1	....	....	4	....	1	5	....	2,300	2,300	900	[3]3,200	M	29
30	Irwin	3,900	Recreational Center	2	3	....	....	....	9	1	....	1	....	....	1	....	....	1	....	....	....	....	....	....	3	100	2,216	[2]2,226	1,746	4,072	P	30
31	Jersey Shore	5,750	Recreation Commission	1	1	....	....	....	1	2	....	2	....	....	....	1	....	2	....	....	....	....	....	....	2	....	300	300	200	[2]500	M	31
32	Kane	6,500	Parent-Teachers Playground Assn	4	1	....	....	....	36	3	....	3	....	....	3	....	....	....	....	....	....	....	....	....	....	....	2,400	2,400	1,143	[3]3,543	S, P	32
33	Kenhurst	1,700	Civic Association	2	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1,200	1,200	....	1,200	M	33
34	Kennett Square	5,000	Park and Recreation Board	2	2	....	....	2	1	1	1	....	....	1	....	....	....	2	....	....	....	....	....	....	....	....	4,000	4,000	2,000	6,000	M, P	34
35	Kingston Borough	25,000	Playgrounds Committee of Council	1	5	....	....	....	....	5	....	5	....	....	....	....	....	2	....	....	....	3	....	....	....	661	1,800	2,986	1,474	5,121	M	35
36	Kutztown	3,100	Recreation Board	1	1	....	....	2	6	1	....	1	....	1	....	1	1	1	....	....	....	1	....	1	....	3,300	510	510	100	[3]940	M	36
37	Lancaster	65,000	Recreation Association	27	37	3	6	33	18	13	....	13	1	1	5	3	1	2	....	....	....	17	....	....	8	....	23,518	24,943	7,552	[2]32,495	M, P	37
			Dept. of Parks and Public Property	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	2	....	7	....	1	26	....	....	....	....	....	M	a
38	Latrobe	14,000	Recreation Board	14	8	1	2	28	322	4	....	4	1	1	1	3	....	1	1	....	....	4	....	....	6	20,374	14,217	16,581	11,838	[2]48,794	M, S, P	38
39	Lewisburg	5,000	Board of Education and Community Activities Council	2	6	....	....	....	5	3	....	3	....	1	....	....	....	1	....	....	....	....	....	....	2	75	1,025	1,025	150	[2]1,250	P	39
40	Lewistown	15,000	Granville Township School Board	1	1	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	800	800	....	800	M, S	40
			Fifth Ward Playground Association	1	1	....	....	109	14	1	....	1	....	....	....	....	....	....	....	....	....	1	....	....	....	....	875	875	205	1,080	M, S	a
41	Lock Haven	[15]10,000	City Recreation Board	4	8	....	....	....	18	6	....	6	....	....	....	1	....	2	1	....	....	1	....	....	2	2,000	6,000	7,500	2,500	12,000	M, S	41
42	Lower Burrell Township	5,500	School Board	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	420	420	....	420	M	42
43	Luzerne Township[76]	12,000	School District	7	....	....	....	....	6	10	....	10	....	....	10	....	....	....	....	....	....	10	....	....	....	....	3,641	3,641	300	[3]3,941	M, S	43
44	Marcus Hook	51,000	Y.M.C.A.	1	....	....	....	....	....	1	....	1	....	....	1	....	....	1	....	....	....	1	....	....	....	....	....	....	....	750	M	44
45	Marietta	2,300	Borough School	3	2	....	....	2	....	1	....	1	....	....	1	....	....	1	....	....	....	....	....	....	....	....	900	900	150	[2]1,050	S, P	45
46	Martinsburg	1,400	Community Recreation Association	3	2	....	....	....	....	2	....	2	....	....	1	....	....	1	....	....	....	1	....	....	3	....	775	775	200	975	M, P	46
47	Marysville	2,800	Public Schools	1	....	....	....	1	5	1	....	1	....	....	....	1	1	2	....	....	....	1	....	1	2	....	800	800	200	[2]1,000	M, S, P	47
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	McKeesport	58,900	Bureau of Recreation[4]	14	58	1	1	12	6	20	...	20	...	...	6	4	...	2	...	...	...	6	...	...	4	6,500	19,350	24,800	7,200	38,500	M	1
2	Mercersburg	1,800	Lions Club	1	2	...	...	2	...	1	...	1	...	...	1	...	...	1	...	...	...	1	...	...	...	.....	.....	480	.....	[6]480	S, P	2
3	Middletown	12,000	Community Service Organization	2	...	1	...	4	7	2	...	2	1	...	1	...	...	1	...	...	...	2	...	...	3	.....	2,000	2,000	4,589	6,589	M, P	3
4	Mill Hall	1,900	School Board	1	...	...	...	4	...	...	...	...	...	...	2	...	...	1	...	...	...	1	...	...	...	.....	1,000	1,000	.....	1,000	S	4
5	Millville	1,000	Board of School Directors	1	1	...	...	...	...	1	...	1	...	...	...	1	1	1	...	...	...	1	...	...	2	.....	640	640	.....	640	M, P	5
6	Monessen	25,000	School District	15	9	...	...	...	...	7	...	7	...	...	...	2	...	2	...	...	...	2	1	...	3	1,000	18,000	19,000	4,000	24,000	M, P	6
7	Monongahela	9,500	Department of Parks and Property	3	1	...	...	...	...	4	...	4	...	...	...	...	...	...	...	...	...	2	...	...	5	.....	.....	2,383	1,148	3,531	M	7
8	Montoursville	4,000	Recreation Commission	5	22	[3]1	...	...	...	1	...	1	...	...	...	1	1	...	1	...	...	...	...	...	...	.....	5,442	5,442	340	[5]5,782	S, P	8
9	Montrose	2,000	Park Commission	1	1	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	1	...	...	2	200	1,350	2,250	1,500	3,950	M, P	9
10	Moosic	4,000	Youth Center Board	1	...	...	...	...	5	1	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	.....	550	550	350	900	P	10
11	Morgan	375	South Fayette Township School District	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	285	285	.....	285	S	11
12	Mt. Lebanon Township	20,000	Dept. of Recreation, Public Schools	7	35	...	...	...	10	6	...	6	...	...	...	...	...	1	...	...	...	5	...	1	5	.....	5,973	5,973	997	[6]6,970	M, P	12
13	Nanty Glo	6,400	School District and Athletic Assn	4	1	...	...	...	...	1	...	1	...	...	1	...	...	1	...	...	...	...	...	...	...	.....	1,725	1,725	3,500	5,225	M, S	13
14	Narberth	6,000	Recreation Board	2	1	...	...	5	...	1	...	1	1	...	...	...	...	1	...	...	...	...	...	...	6	600	725	725	3,101	4,426	M, P	14
15	Natrona	15,000	Harrison Township School District	4	...	...	...	7	4	4	...	4	...	...	1	...	1	5	...	...	...	4	...	...	1	.....	2,700	2,700	2,300	5,000	M, S	15
16	Nesque Honing	6,120	Mauch Chunk Township School District	...	1	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	3	...	...	...	.....	600	600	800	1,400	M, P	16
17	New Brighton	10,000	Recreation Board	5	2	...	...	...	...	3	...	3	...	...	...	1	1	2	...	...	...	...	...	...	...	8,000	3,500	3,800	300	12,100	M, S, P	17
18	New Castle	54,000	Recreation Board	41	19	...	...	1	5	15	...	15	...	4	7	1	7	10	1	...	...	9	2	...	3	6,688	18,190	19,990	2,855	29,533	M, P	18
19	New Hope	[15]1,053	Recreation Center	2	1	[3]1	[3]1	5	21	1	...	1	...	1	1	...	...	1	...	...	...	...	...	...	...	.....	1,500	1,800	7,600	9,400	P	19
20	Newport	2,500	Veterans' Memorial Park Playground	1	1	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	.....	.....	.....	.....	.....	M, P	20
21	New Salem	4,000	Public Schools	1	4	...	...	...	...	1	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	.....	1,940	3,039	75	[3]3,114	S	21
22	Norristown	38,000	School District	7	6	...	...	...	...	7	...	7	...	3	4	4	...	1	...	...	...	...	...	9	...	.....	5,326	5,326	1,021	6,347	M, S	22
23	North Hills District[76]	24,000	Joint Schools	3	...	...	...	10	...	11	...	11	...	...	8	...	8	2	...	...	...	5	...	...	...	.....	1,800	1,800	1,000	[22]2,800	M, S, P	23
24	North Union Township	[15]14,699	School District	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	500	500	.....	500	M	24
25	North Versailles Township	9,000	School Board	1	...	...	...	...	...	5	...	5	...	...	...	...	...	...	...	...	...	5	...	...	...	.....	500	500	120	620	M, S	25
26	Oil City	21,000	Recreation Board	2	3	...	...	...	...	4	...	4	...	...	...	...	...	1	...	...	...	...	...	1	4	.....	1,100	1,100	58	1,158	M	26
27	Oley	[15]720	Recreation Board	...	1	...	...	...	...	1	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	.....	280	280	50	330	M, P	27
28	Parker City	1,000	School District	1	...	...	...	10	...	2	...	2	...	...	3	...	1	1	...	...	...	1	...	...	1	.....	440	440	.....	[24]40	M, S	28
29	Parkesburg	2,800	Board of Education	1	...	...	...	...	...	1	...	1	1	...	...	...	1	1	...	...	...	2	...	...	2	.....	500	500	50	550	M, S, P	29
			Recreation Association	4	6	1	1	...	...	4	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	11,011	15,680	8,326	24,006	P	30
			Smith Memorial Playgrounds and Playhouses	8	13	2	7	6	...	3	3	...	2	...	1	...	...	...	...	...	...	2	...	...	...	.....	30,174	39,741	9,299	[24]9,041	P	a
30	Philadelphia	2,096,266	Division of School Extension, Board of Public Education	20	46	...	...	...	...	...	...	...	...	...	15	...	...	...	...	...	...	...	...	...	...	.....	15,000	[6]15,000	.....	[6]15,000	M	b
			Bureau of Recreation, Department of Public Welfare	199	238	50	45	...	...	49	...	10	22	...	...	...	...	41	...	...	...	59	...	37	14	2,295,106	328,474	616,949	123,266	3,035,321	M	c
			Division of Physical and Health Education, Board of Public Education	100	101	...	...	...	...	85	...	85	...	...	...	...	...	9	...	...	...	96	...	...	21	.....	94,907	104,466	6,649	111,116	M	d
			Fairmount Park Commission	35	39	7	...	...	...	18	...	18	1	...	...	...	...	32	7	...	5	38	...	8	150	.....	.....	.....	.....	[6]250,000	M	e
31	Phoenixville	14,500	Recreation Commission	4	4	...	...	...	...	5	...	5	...	...	1	...	...	2	...	...	...	4	...	...	...	.....	3,600	4,000	500	4,500	M	31
32	Pine Grove	[15]2,239	Community Council and School District	2	1	...	...	...	...	3	...	3	...	...	3	...	...	2	...	...	...	1	...	1	...	.....	830	1,000	50	1,050	M, S	32
33	Pittsburgh	750,000	Department of Parks and Recreation	61	43	41	30	...	...	118	28	90	8	7	10	8	...	26	...	...	1	...	2	23	51	801,000	308,140	333,140	.....	[26]1,134,140	M, P	33
34	Point Marion	2,500	Park Commission	2	...	...	...	8	...	1	...	1	...	...	1	...	...	1	...	...	...	1	...	...	...	.....	.....	.....	.....	.....	M	34
35	Portage and Portage Township	10,000	Joint Schools Committee	2	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	4	...	...	1	2,000	1,200	1,200	1,000	[24]200	M, S, P	35
36	Port Carbon	3,225	Public Schools	4	1	...	...	...	...	2	...	2	...	1	...	...	1	1	...	...	...	...	...	...	1	.....	1,500	1,500	300	[21]800	M, S, P	36
37	Pottstown	23,000	Recreation Commission	8	12	1	...	141	84	8	...	8	1	...	2	...	...	1	...	...	...	7	...	...	...	5,042	10,276	12,665	6,869	[24]24,576	M, S, P	37
38	Pottsville	24,530	Board of Education	6	5	...	...	...	...	5	...	5	...	...	...	...	...	3	...	...	...	3	...	...	2	2,000	1,500	1,500	600	4,100	M, S, P	38
39	Reading	114,625	Recreation Department[4]	50	64	4	2	197	1758	38	...	38	...	4	14	1	9	7	...	...	...	17	...	1	29	25,056	40,637	65,476	15,359	[21]105,891	M, P	39
40	Redstone Township[77]	15,000	School District	9	10	...	...	...	2	8	...	8	...	...	8	...	...	3	...	...	...	...	...	...	2	.....	6,000	6,000	2,000	8,000	M, S, P	40
41	Reiffton	500	Community Association	...	1	...	...	...	8	1	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	100	300	300	300	700	P	41
42	Renovo	4,000	Public Schools	4	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	1	2	.....	.....	.....	.....	4,600	M	42
43	Reynoldsville	3,600	Boro School District and Athletic Assn	1	...	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	1	...	...	1	200	750	750	75	1,025	M, P	43
44	Ridgway	8,000	Playground Commission	1	2	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	.....	750	750	200	950	P	44
45	Ridley Park	[15]3,887	Playground Committee	2	4	...	...	49	26	1	...	1	...	...	1	...	...	...	...	...	...	2	...	...	3	.....	940	940	207	[21]1,147	M, P	45
46	Ridley Township	15,000	Township Recreation Board	3	3	...	...	1	...	6	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	1,500	1,500	1,500	[23]3,000	M	46
47	Rimersburg	2,500	Borough School Board	1	...	...	...	1	5	1	...	1	...	...	1	1	2	1	...	...	...	1	...	...	...	.....	1,000	1,000	1,200	[22]2,200	S, P	47
48	Roaring Spring	2,800	School District	2	1	...	...	...	...	2	...	2	...	...	1	...	1	1	...	...	...	1	...	...	2	200	700	700	100	1,000	M, S	48
49	Robesonia	1,700	Recreation Board	1	1	...	...	...	5	1	...	1	...	...	...	...	...	1	...	...	...	2	...	...	2	.....	1,000	1,000	200	1,200	M, S, P	49
50	Rostraver Township[78]	[15]2,463	Township Schools	5	8	...	...	...	...	5	...	5	...	...	4	...	1	1	...	...	...	3	...	...	...	.....	1,500	1,500	500	2,000	M, S	50
51	St. Clair	6,850	Borough Recreation Committee	1	...	...	...	...	...	4	...	4	...	...	...	...	...	1	...	...	...	...	...	...	...	1,200	964	964	1,231	3,394	M	51
52	St. Marys	7,650	Community Playground Committee	3	...	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	2	...	...	...	.....	1,523	1,523	86	1,609	P	52
53	Sayre	5,000	Community Center	3	1	1	...	...	...	3	...	2	1	...	...	...	...	1	...	...	...	6	...	...	3	2,400	3,450	7,050	3,600	[21]3,050	P	53
54	Schuylkill Haven	7,000	School Board	1	1	...	...	...	...	2	...	2	...	...	...	...	...	1	...	...	...	2	...	...	...	.....	420	420	50	470	M	54
55	Scottdale	6,700	Public Schools	1	1	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	...	2	.....	800	800	.....	800	M, P	55
56	Scranton	140,000	Bureau of Recreation[4]	19	15	4	1	...	24	13	...	13	2	5	...	...	...	12	...	...	...	15	1	3	3	6,104	14,300	42,221	15,955	64,280	M	56
57	Selinsgrove	3,000	School District, Community Center, and Moose Lodge	6	1	...	...	5	7	2	...	2	1	...	...	1	...	...	1	1	...	2	...	...	2	400	4,000	4,000	900	5,300	M, S, P	57
58	Shamokin	18,810	Board of Education	14	1	...	...	...	...	6	1	5	...	...	1	2	2	1	...	...	...	...	...	...	...	.....	9,000	9,000	800	9,800	M, S	58
59	Sharon	28,000	Playground Commission	9	8	...	...	...	5	8	...	8	...	8	...	...	8	1	...	...	...	4	...	...	...	2,945	7,960	11,215	455	14,615	M, S	59
60	Sheffield	3,000	Township School Board	2	...	...	...	13	...	1	...	1	...	...	2	...	...	1	...	...	...	1	...	...	...	.....	750	750	.....	750	P	60
61	Sinking Spring	2,100	Recreation Board	1	1	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	500	1,000	1,000	200	[21]1,700	M, P	61
62	Snow Shoe	700	Boro School District	1	...	...	...	...	...	1	...	1	...	...	1	...	1	1	...	1	...	...	...	...	...	3,000	1,700	1,700	100	4,800	M, S, P	62
63	Somerset	6,000	Lions Club	1	2	...	...	12	25	1	...	1	...	1	...	...	1	1	...	...	...	3	...	...	3	450	1,550	1,550	700	2,700	M, S, P	63
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: Number Employed Full Time Year Round: Men	Paid Recreation Leadership: Number Employed Full Time Year Round: Women	Volunteer Workers: Activity Leaders	Volunteer Workers: Others	Playgrounds Under Leadership, Number: Total	Playgrounds Under Leadership, Number: Year Round	Playgrounds Under Leadership, Number: Summer Only	Recreation Buildings, Number: Large	Recreation Buildings, Number: Others	Indoor Recreation Centers, Number: Schools	Indoor Recreation Centers, Number: Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: All Other Expenses	Expenditures Last Fiscal Year: Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Pennsylvania—Cont.																															
1	South Greensburg Borough	3,100	Board of Education	7	1					1		1			1			1	1			1				531	2,436	2,436	1,075	4,042	M	1
2	Southwest Greensburg	3,900	Recreation Council	2	2					1		1			1			1				3				1,650	1,650	850	2,500	M, P	2
3	South Williamsport	6,200	Community Recreation Board	3	2				7	6		6						2				2				1,890	1,890	366	2,256	M, P	3
4	Spring City	4,000	School District	1	1					1		1			1			2				4			3	450	450	250	700	M, P	4
5	Springdale	5,500	Community Center, Inc.	5	6		21	48	60	1		1			1			1							2	1,200	2,072	2,272	1,309	[24]1,781	M, S, P	5
6	Spring Township	1,200	School District	1						1		1														400	400	350	750	M, S, P	6
7	State College	8,200	Recreation Board	12	7	1		21	9	2		2			1	3		2				3			6	3,900		9,000	3,000	15,000	M, S	7
8	Stoneboro	[16]1,194	School Board	1	2					1		1			1												1,030	1,030	30	1,060	M	8
9	Stowe Township	14,000	Board of Education	12						6		6			1			1				6					2,800	2,800	350	[23]3,150	S	9
10	Strausstown	500	Lions Club	1					3	1		1			1			1	[79]1			2		[79]1			300	300	75	[23]375	M, S, P	10
11	Sugar Creek Township		School District	1	1					1		1										1					1,165	1,165	82	1,247	M	11
12	Sunbury	18,930	Youth and Community Center, Inc.	20	24		1	50	30	7		7		6	4	4	6	2				4			2	942	23,030	24,693	3,723	[22]29,358	M, P	12
13	Susquehanna Township	9,900	School District	5	3					2		2			1			2				2			3		2,500	25	[22]2,525	M, S	13
14	Sykesville	2,500	School District	1						1		1						1							1		750	750	499	[21]1,249	S	14
15	Titusville	9,500	Playground Commission	2	3					2		2						1									1,500	1,500	100	[21]1,600	M	15
16	Topton	1,565	Borough Recreation Department[1]	1	1				3	2	1	1			1	2	2	1				2				30,000	400	400	600	31,000	M, S	16
17	Trafford	4,370	Public Schools		3					1		1			1			1				1					500	500	800	1,300	M, S	17
18	Trevorton	3,100	Zerbe Township School District	2						1		1						1				1				250	450	450	75	775	M, S	18
19	Tyrone	10,000	Recreation Association	3					13	3		3						1				3				1,443	1,517	1,517	78	[22]2,738	M, S, P	19
20	Uniontown	22,000	Recreation Commission	15	12				5	9		9			3	1		2				5			4		7,795	8,500	3,795	[21]12,295	M, S	20
21	Upper Darby	68,000	School and Township	30	23					18		18			7		6	2				15			13		10,300	10,300	3,000	[21]13,300	M, S	21
22	Vandergrift	10,000	Recreation Board	5	3			12	5	3		3			4			1				3			4		3,510	[63]3,510		7,430	M, S, P	22
23	Warren	14,863	Borough of Warren		13					6		6										3			1	960				5,000	M	23
24	Washington	30,000	School Board[56]	1																							700	700	300	1,000	M	24
25	Waverly	800	Community House	1	1	1		14	38	1		1	1				1					1			2		4,498	7,421	7,327	14,748	P	25
26	Wayne	12,500	School District, Radnor Township	12	16					3		3				3		3				5			9			4,745	1,736	6,481	M	26
27	Waynesboro	11,000	Recreation Committee	5	4			3	8	4		4			1		1	1				2			1	15,511	2,350	3,268	1,703	20,515	M, P	27
28	Weatherly	2,800	Borough Council	1														1	1			1								16,713	M	28
29	Wellsboro	3,500	{P.T.A. Playground Committee {Swimming Pool Committee	2	2 2					1		1															200 834	200 861	25	225 [68]861	P M	29 a
30	West Chester	[15]13,289	Recreation Commission	6	4				5	6		6			1	1		2				4			6	2,250	3,900	5,125	1,950	[20]9,325	M, P	30
31	West Lawn	3,000	Parent-Teachers Association	1	1					1		1										1					600	600	300	900	M, P	31
32	Westmont Borough	4,500	Recreation Commission	1	2					2		2						1				1			5	440	525	525	590	1,555	M	32
33	West York	5,800	Playground Association	1	2					3		3						2				2			2		480	480	200	680	M, P	33
34	Whitehall Township	11,000	School Board	7	5				8	6		6		3	1			5				5					4,875	4,875	150	[25]5,025	M, S	34
35	Wiconisco Township	2,200	School Board	1											1		1										700	700		700	S	35
36	Wilkes-Barre and Wyoming Valley[81]	350,000	Playground and Recreation Association of Wyoming Valley	94	54	1	2	100	170	28		28			28	1	20	20				20			12			15,020	17,525	33,145	M, P	36
37	Williamsburg	1,900	Borough School District	2						1		1			1			1							1		2,000	2,000	250	2,250	M, S	37
38	Williamsport	55,000	{Bethune Douglass Community Center[5] {Recreation Commission	1 1	1 33	1 1	1	23 340	50 9	1 17		1 17		1	5 7		3 3	1 4				4			4 12		6,300 12,000	6,325 17,000	4,302 3,000	10,627 20,000	S, P M	38 a
39	Wormleysburg	1,500	Board of Education	1					9	2		2						1				1					500	600	100	[22]700	M	39
40	Worth Township	650	School District	3						2		2			1			1				2					698	698		[26]698	M, S	40
41	Wyomissing	3,492	Playground Association	2	2				23	2		2		2			2	1				1		1	7		2,498	2,973	3,275	[26]6,248	M, P	41
42	Yeadon Boro	11,000	High School Recreation Committee	2	3					2		2			2			2				2			2		1,200	1,200	300	1,500	M	42
43	York	62,000	{Recreation Commission {Crispus Attucks Association Center[5]	87 4	38 2	1 3	3 2	45	500 10	14		14	1		7		4	7				9			26		10,959 10,890	17,773 14,030	6,507 8,716	[22]24,280 22,746	M, P P	43 a
44	Zelienople	2,500	School District	3					6						1			1				2					2,000	2,000	200	2,200	M, S, P	44
	Rhode Island																															
45	Newport	30,000	Board of Recreation	6	8	2	1		7	8		8	1		4	1		4	1			4			10		10,872	25,408	6,029	[23]31,437	M	45
46	North Providence	13,400	Recreation Association, Inc.	5	4				7	4		4			3		3		1			2					4,200			4,527	M, P	46
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Providence	266,000	Park Department	2	2	1	2					1									1						9,125	40,142	7,622	47,764	M	1
			Department of Recreation[1]	53	57	3	2	3	39	43	2	41		25	9	3	9	19							35	32,000	79,091	112,425	40,300	[2]184,725	M	a
			John Hope Community Association	4	3	3		70	21	1		1	1		2			1				2					11,564	13,364	6,657	20,021	P	b
2	Smithfield	6,000	Recreation Association	4	3			5	18	3		3				1	1	3	4			1			2	2,000	2,512	2,512	1,220	[2]5,732	M, P	2
3	South Kingstown[82]	8,000	Neighborhood Guild	7	8		3			8		8	1						2			2			2	3,117		11,278	3,955	18,350	M, P	3
4	Warren	8,000	Community Services, Inc.	2	3	1				3		3			1	1		1	1			4			2	400	5,013	5,533	3,157	9,090	M, P	4
5	Westerly	15,000	Public Schools	1	1					1		1						2				2					640	640	266	906	M	5
6	Woonsocket	53,000	Playground Department[4]	9	9			40	14	9		9		3	1	1	5	5				10		4	6		4,519	4,519	2,792	7,311	M	6
	South Carolina																															
7	Aiken	7,000	Recreation Commission	1		1		7	7	3	3			1	1	1		1				2		1	2		3,300	[6]3,300		5,500	M	7
8	Columbia	80,000	Park and Recreation Department	4	24	4	24	175	800	13	13			13				5				9			11	39,200	51,825	73,503	21,195	133,898	M	8
9	Florence	16,052	City Recreation Department[4]	5	6	1	2		5	6		4	2		6	2		4						1	3					13,000	M, P	9
10	Greenwood[83]	13,000	Greenwood County Juvenile Council	2	10	1		6	1	9		9						4				4			1		5,715	5,715	3,659	9,374	P	10
11	Lancaster	15,000	Park and Playground Commission	2	10				7	6		6			1		1	1				1		1	2		5,000	5,000	2,000	[7]7,000	C	11
12	Myrtle Beach	6,200	Parks and Recreation Department	1				3	3	1			1	1	2		1	1	1			1			4	42,826	1,000	1,000	281	44,107	M, P	12
13	North Charleston	55,000	Cooper River Park and Playground Commission	12	11	1			8	5	2	3	3					2								11,360	9,800	17,600	13,800	42,760	C	13
14	Orangeburg	14,000	Recreation Commission	4	6	1			5	6	6					1		4			1						8,028	3,072	11,100	M	14
15	Rock Hill	25,000	City Recreation Department[4]	24	16	4	1		6	11		11		2		1		1		1				1	6	7,746	23,543	30,127	6,449	[2]44,322	M	15
16	Spartanburg	38,000	Board of Education	9	15					15	14	1	1		12			3				2			4		13,878	17,832	1,713	[2]19,546	M, S	16
17	Sumter	26,000	City Recreation Department[1]	7	12	3	3	8	25	6	3	3		4			1	3				3			3	4,609	13,528	15,238	4,499	[2]24,346	M	17
18	York	5,000	War Memorial Commission	2	1					2		2												1		150,000				[6]150,000	M, P	18
	South Dakota																															
19	Brookings	6,500	Recreation Board[1]	3	8					6		6						1				1		1	2		1,034	3,387	2,727	6,114	C	19
20	Chamberlain	2,500	Park Board	1					1	2		2						1		1		1		1			300	300	500	800	M	20
21	Huron	14,000	Recreation Department	10	6	1	1	39	11	3		3			4	7		3	1			1			2		8,233	8,233	2,944	[2]11,177	M	21
22	Mitchell	12,000	Recreation Council	1	5		1		142	3		3				1											2,922	2,922	3,905	6,827	M, P	22
23	Pierre	5,000	City of Pierre	1	1					3	1					1						1		1	2			3,461	724	4,185	C	23
24	Sioux Falls	55,000	Recreational Council	33	25				9	8		8				1		4				8			9			20,343	4,832	25,175	M	24
25	Springfield	1,000	City Council	2				2										2				1		1	3	2,500	1,200	1,200	300	4,000	M, P	25
26	Vermillion	3,607	City of Vermillion															1		1		1		1						[2]10,900	M	26
27	Watertown	12,000	City Recreation Department[4]	7	11	2		3	57	6		6			1	1	1	1							3	1,018	6,816	6,873	1,698	[2]9,588	M	27
28	Woonsocket	1,150	City Auditor	1																1							375	375		375	M	28
	Tennessee																															
29	Alcoa	6,800	Public Welfare Department	7	3					3		3			5	4		2				3		1	4	324	3,578	5,133	1,736	7,193	M, P	29
30	Athens	15,000	City Schools	3	1				5	4		4										4			1		1,500	1,500	285	1,785	M, P	30
31	Chattanooga	[15]128,163	Department of Public Utilities, Grounds and Buildings	10	55	10	16	7		32	12	20	5	11	4	1		9	1	1	1	11		1	32	3,000		85,770	26,083	114,853	M	31
32	Clarksville	18,000	Welfare and Recreation Committee	6	7			7	32	4		4		1			2	3				3	1		8	1,000	3,500	4,000	500	5,500	M, P	32
33	Clinton	3,000	Recreation Commission	2		[2]2			14	1		1	1									2						7,747		22,698	M, C	33
34	Columbia	12,000	City of Columbia	2	10					7		7			6			1				6		1	2		4,000	5,000	2,000	7,000	M	34
35	Covington	4,000	Park and Recreation Commission	1	1					1		1			1		1					2					780	780	47	827	M	35
36	Johnson City	35,000	Park and Recreation Board	21	4	1				8	2	6		1	2	1		3				2		1	10	8,000	20,000	20,000	2,000	[2]30,000	M, P	36
37	Kingsport	32,000	Department of Recreation[4]	4	14	2	1	12	6	5		5	1		4			2				4		1		7,000	14,125	28,355	17,853	[2]53,208	M	37
38	Lebanon	8,000	Recreation Commission	3	3					3		3			3		3					3			4	6,900	1,498	1,498	1,212	9,610	M	38
39	Lewisburg	7,500	Civic Clubs and City	2	2					1		1		1			1	1				1				2,500	1,500	1,500	300	4,300	M, P	39
40	Memphis	350,000	Park Commission	32	54	8	20			28		28	4	3		1		8		3	2	36		5			67,451	[6]67,451	[6]13,634	[6]148,656	M	40
41	Morristown	12,500	Educational and Recreational Assn	2	3	1		6	25	4		4			1		1	1				1			3	11,970	3,734	3,734	2,035	[2]17,739	M, P	41
42	Nashville	178,547	Board of Park Commissioners	64	39	6	13			36	11	25	3	8	2			14		2	2	43		19	31	142,811	52,661	128,976	44,538	316,325	M	42
43	Oak Ridge	35,000	Recreation Department[1]	25	21	11	9	500	6	9	7	2		6	7	5	3	4				18		1	24						M	43
44	Savannah	1,500	Lions Club	1						2		2			2		1	1				1			2	1,900	600	600	45	2,545	P	44
45	Signal Mountain	1,500	Community Guild Playground Committee	1	5				10	1		1				1									2		600	600	100	[2]700	M, P	45
	Texas																															
46	Alvin	5,000	Parent-Teacher Assn. and School District	1	1					1		1			1	1	2					1			3		850	850	95	945	M, P	46
47	Amarillo	85,000	Junior League, San Jacinto Kiwanis Club and Park Department	13	10	2		53	24	10		10	1								1	3		1	29	20,000	10,000	20,000	10,000	[2]50,000	M, P	47
48	Arlington	[15]4,240	Rotary Club	1	1					4		4						4												1,200	P	48
			City of Arlington																	1		1		1						8,330	M, P	a
49	Austin	140,000	Recreation Department	64	34	12	7	87	346	13		13	2	5	9	4		5	1		1	16		10	28	119,783	75,738	148,351	43,937	[2]312,072	M	49
50	Big Spring	20,000	City of Big Spring	2		1														1				1			2,625	7,366	2,706	10,072	M	50
51	Brownfield	8,000	City and Lions Club					10		3	3				1			1				1		1	1					[2] 62,000	P	51
52	Corpus Christi	135,000	City Recreation Department[1]	12	12	2	2	500	5	12	4	8	1	4	5	1		1	2			13			10	5,000	17,100	33,555	7,230	[2]45,785	M, P	52
			Park Department	1		1																					1,800	10,600	5,500	16,100	M	a
53	Dallas	440,000	Park and Recreation Department	85	55	36	16	625	80	52	11	41	10	10				13	1	1	3	60		[8]39	60	284,300	173,575	443,508	235,000	962,808	M	53
54	Del Rio	[15]13,343	Park Board	3	1													3				1		1	6						M	54
55	Dublin	4,000	Chamber of Commerce	1											1			1				2			1		400	400	150	550	M	55
56	Eagle Pass	12,000	Maverick County Youth Commission	3					9	2		2			1	1	2	2				3					1,800	1,800	150	[2]1,950	M, C	56
57	El Paso	135,000	City Recreation Department[1]	14	2	3	1		10	14	3	11		1	3		4	1				4		2	4	108,520	32,834	36,034	7,742	152,296	M, P	57
			Golf Department																		1					273		27,958	17,954	46,185	M	a
58	Fort Worth	270,685	Public Recreation Board[1]	20	47	14	15	250	125	30	5	25	2	4	7	3		21			3	24		6	38	143,791	68,834	101,389	105,072	350,252	M, P	58
59	Harlingen	25,000	City of Harlingen	1																	1			[3]22	1						M	59
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: Number Employed Full Time Year Round: Men	Paid Recreation Leadership: Number Employed Full Time Year Round: Women	Volunteer Workers: Activity Leaders	Volunteer Workers: Others	Playgrounds Under Leadership, Number: Total	Playgrounds Under Leadership, Number: Year Round	Playgrounds Under Leadership, Number: Summer Only	Recreation Buildings, Number: Large	Recreation Buildings, Number: Others	Indoor Recreation Centers, Number: Schools	Indoor Recreation Centers, Number: Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: All Other Expenses	Expenditures Last Fiscal Year: Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Texas—Cont.																															
1	Houston	600,000	Parks and Recreation Department	16	27	13	26	1381	930	58	23	4	4	19	1	...	...	11	...	...	3	14	...	3	56	.....	154,784	[6]154,784	[6]48,700	[6]203,484	M	1
2	Kilgore	14,000	City of Kilgore	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	3	38	.....	888	170	1,096	M	2
3	Kingsville	15,000	Community Council	1	1	...	...	11	11	4	...	4	...	...	...	2	...	...	...	...	...	...	...	...	...	500	700	800	250	1,550	P	3
4	Lampasas	6,500	Park Department	2	...	1	...	1	...	...	...	...	...	1	...	...	...	...	...	1	...	...	...	1	...	51,682	1,575	5,044	3,765	60,491	M, P	4
5	Lubbock	70,000	City Recreation Department[1]	11	10	4	2	5	7	7	...	7	...	2	...	...	...	...	...	...	...	1	...	1	3	.....	19,560	19,560	20,430	[3]39,990	M	5
6	McCamey	3,000	City, County and School District	1	...	...	...	2	...	3	...	3	...	...	1	...	...	...	2	...	...	...	2	...	3	.....	250	600	400	1,000	M, C	6
7	Orange	40,000	Public Recreation Commission	4	6	1	1	....	7	4	...	4	1	1	1	1	3	...	...	...	...	1	...	...	...	.....	7,960	10,300	1,600	[2]11,900	M	7
8	Panhandle	1,750	Carson County War Memorial Board	2	...	...	...	...	4	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	2	15,000	600	600	250	15,850	P	8
9	Paris	25,000	Parks Council	3	...	...	...	...	...	4	...	4	...	...	...	...	...	2	...	...	...	2	...	...	...	1,450	500	500	190	[2]2,140	P	9
10	San Angelo	50,000	City and Public Schools	5	5	...	...	...	...	5	...	5	...	...	...	...	...	1	...	...	...	...	...	1	10	.....	3,800	3,800	1,200	[5]5,000	M	10
11	San Antonio	500,000	Recreation Department	25	40	15	20	320	664	11	7	4	6	2	12	3	...	8	...	1	2	14	...	7	21	15,000	44,170	70,400	15,000	[2]100,400	M	11
12	Seguin	12,000	Department of Recreation	5	...	...	...	...	...	3	...	3	...	1	...	...	...	...	...	1	...	2	...	3	2	10,000	2,000	10,680	2,350	23,030	M	12
13	Sonora	2,525	Public Schools	3	...	...	...	...	...	3	...	3	...	...	...	...	...	1	...	...	...	2	...	1	...	.....	1,800	[1]1,800	.....	4,000	P	13
14	Temple	30,000	Park and Recreation Department	12	8	2	2	4	6	8	2	6	...	2	...	...	...	...	...	...	...	3	...	1	5	12,300	15,000	23,095	10,965	[2]46,360	M, P	14
15	Texarkana[85]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
16	Texas City	25,000	Teen Club Council, Inc	...	1	...	1	44	11	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	.....	2,700	3,600	1,175	4,775	P	16
17	Tyler	42,500	Parks and Recreation Department	11	11	3	2	10	16	7	...	7	...	1	3	1	1	4	...	...	...	3	...	1	8	7,465	16,345	30,207	6,552	44,225	M	17
18	Wichita Falls	70,000	Park Department	6	2	...	...	3	...	...	...	...	...	...	...	...	...	3	...	...	1	5	...	1	19	7,167	3,517	[6]3,517	.....	[2]30,514	M	18
	Utah																															
19	American Fork	6,500	Recreation Department[4]	3	1	[31]	...	...	7	5	...	4	...	...	1	...	...	1	...	...	...	3	...	...	3	5,800	3,600	5,900	2,000	[2]13,700	M, P	19
20	Cedar City	5,900	Recreation Department	1	2	...	...	1	...	1	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	390	740	740	814	1,944	M	20
21	Logan	12,000	Recreation Department[4]	5	6	...	...	8	5	4	...	3	...	...	1	...	...	1	...	...	...	4	1	...	3	17,439	2,295	2,995	3,142	23,576	M	21
22	Mount Pleasant	[152]2,382	Recreation Committee	1	...	...	...	1	3	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	3	854	650	800	3,114	4,767	M	22
23	Price	7,500	Municipal Corporation	4	3	...	...	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	1	3	.....	.....	.....	.....	.....	M	23
24	Provo	27,000	City Recreation Department[4]	12	11	...	1	4	7	7	...	7	...	1	9	2	...	1	...	1	...	9	...	...	12	48,365	10,380	11,230	3,848	63,443	M	24
25	Salt Lake City	200,000	Dept. of Parks and Public Property	30	22	23	6	....	....	31	5	26	7	15	...	8	...	30	...	3	...	...	1	6	30	.....	47,360	69,312	28,625	97,937	M	25
26	Salt Lake County[86]	265,000	County Recreation Department[4]	42	61	2	1	....	....	60	...	55	...	...	8	4	4	6	...	...	...	5	1	1	11	.....	.....	.....	.....	.....	C	26
27	Springville	7,500	City Recreation Board	2	2	...	...	...	5	2	...	2	...	...	1	...	1	1	...	...	...	1	...	...	3	.....	1,300	1,300	1,000	2,300	M	27
	Vermont																															
28	Barre	11,000	Recreation Department[1]	11	8	2	1	33	7	7	...	7	1	...	...	...	1	1	...	...	...	4	...	...	...	90,000	7,350	9,300	4,000	[2]103,300	M	28
29	Barre Town	4,060	Recreation Department	1	6	...	...	...	...	8	...	8	...	...	...	...	...	...	...	...	...	8	...	...	...	.....	1,197	719	1,916	M	29
30	Bellows Falls	4,236	Village Corporation	...	1	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	...	...	...	2	.....	320	1,717	492	2,209	M	30
31	Bennington[87]	14,000	Village Recreation Committee and Y.M.C.A.	5	2	...	...	14	17	6	1	5	...	1	1	3	...	2	1	...	...	...	...	1	...	.....	.....	3,016	1,984	5,000	M, P	31
32	Brandon	3,000	War Memorial Recreation Council	2	1	...	...	25	10	2	...	2	...	...	...	1	1	...	...	...	...	1	...	...	...	.....	780	780	476	1,256	M, P	32
33	Brattleboro	15,000	Recreation Department[4]	9	10	2	...	74	120	3	...	3	1	2	...	...	...	3	1	...	...	2	...	...	...	3,597	8,867	10,819	12,213	[2]26,629	M	33
34	Burlington	32,000	Park Department	7	5	...	...	...	30	7	...	7	...	5	...	...	...	2	1	...	...	6	...	...	...	.....	3,150	[6]3,150	.....	[6]3,150	M, P	34
35	Chester	1,740	Recreation Council	...	1	...	...	13	4	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	.....	311	311	377	687	M	35
36	Fairlee	500	Recreation Council	1	...	...	...	10	10	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	8,000	400	400	700	9,100	M, P	36
37	Groton	650	Community Building Association	3	4	...	...	6	....	2	...	2	1	...	...	...	...	1	1	...	...	...	...	...	...	.....	.....	.....	.....	[2]15,000	M, P	37
38	Hardwick	2,700	Recreation Board[1]	2	1	...	...	....	4	2	...	2	...	1	...	...	...	2	...	...	...	1	...	...	...	.....	1,576	1,576	624	[2]2,200	M	38
39	Johnson	1,500	Community League and Town	1	2	...	...	...	...	1	...	1	1	...	...	1	1	1	...	...	...	1	...	...	...	12,000	.....	2,520	500	15,020	M, P	39
40	Ludlow	2,200	Recreational Council	1	1	...	...	8	4	3	1	2	...	...	...	...	...	1	1	...	...	1	...	...	...	50	300	700	250	[1]1,050	M, P	40
41	Lyndonville	[151]1,444	Village Improvement Society	1	1	...	...	24	6	1	...	...	...	1	...	...	...	1	...	...	...	...	...	1	2	.....	.....	1,974	52	2,026	M, P	41
42	Manchester	2,039	Town and Rotary Club	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	.....	.....	.....	.....	3,300	M, P	42
43	Middlebury	3,200	Community House, Inc	...	9	...	...	106	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	.....	700	700	200	900	P	43
44	Montpelier	9,000	Recreation Department[4]	1	....	[31]	....	6	5	2	...	2	1	...	2	1	...	1	...	...	...	2	...	1	3	3,700	.....	6,840	438	10,978	M	44
45	Morrisville	2,000	Parent-Teachers Association	1	...	...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	.....	450	450	.....	450	M	45
46	North field	3,000	Memorial Park, Inc	2	1	...	...	20	100	1	...	1	...	...	...	...	...	1	1	...	...	...	...	1	...	1,182	1,432	1,432	350	2,965	M, P	46
47	Norwich	1,400	Development Association	1	1	...	...	18	15	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	275	603	603	155	1,033	M, P	47
48	Proctor	2,100	Sutherland Club	3	1	1	...	19	70	...	...	...	1	...	...	...	...	1	...	...	...	...	...	1	...	4,500	3,500	9,450	2,000	15,950	P	48
49	Putney	904	Community Center	1	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	.....	680	[6]680	.....	960	.....	49
50	Randolph	3,000	Recreation Committee	2	3	...	...	4	9	1	...	1	...	...	1	1	2	1	...	...	...	1	...	1	1	301	1,453	[6]1,453	.....	2,212	P	50
51	Rutland	17,000	Parks and Playgrounds Committee, Aldermanic Board	5	21	....	1	17	60	7	...	7	...	1	...	...	...	...	...	...	...	3	...	1	...	8,196	7,600	8,454	2,700	19,350	M, P	51

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	St. Albans	8,037	Recreation Council	2	4			6	12	3								1									870	870	530	1,400	P	1
2	St. Johnsbury	[157]7,437	Town and Kiwanis Club	3	1			2	4															1			2,300	500	2,800	M, P	2
3	Springfield	8,500	Recreation Commission	6	7		2	1	20	4		4						1				3		1	2		6,820	8,194	2,234	[210]427	M	3
			Community House		1				6				1													4,792	1,935	9,536	4,672	19,000	M	a
4	Stowe	1,700	Recreation Commission	1				3	4	1		1						1				1				600	400	400	300	1,300	M	4
5	Vergennes	1,662	Woman's Club Recreation Committee		3			6		1		1															380	380	320	700	M, P	5
6	Waterbury	4,000	Recreation Committee	1					7									1						1			500	500	1,300	1,800	M	6
7	Wilmington	1,221	Recreation Council	1														1				1				100	300	300	50	450	M, P	7
8	Windsor	4,200	Municipal Manager	5	1					1		1						1	1							464	935	1,922	597	2,983	M, P	8
9	Woodstock	2,500	Community Recreation Center Board	3	1	1	1	2	8				1													2,200		8,275	5,340	15,815	P	9
	Virginia																															
10	Alexandria	72,000	Department of Recreation	26	20	5	2	9	11	15	6	9	3	1				4				8		1	7	10,000	41,249	58,732	11,475	[280]207	M	10
11	Altavista	[152]2,919	Town of Altavista																					1						693	M	11
12	Arlington County	130,000	Department of Recreation[1]	33	27	[32]	[32]	20	5	39	1	29	1		6			3				10			15					67,975	M	12
13	Bristol	20,000	School Board	3	1					4		4			2			3				5			4		1,500	2,000	1,000	3,000	M	13
14	Charlottesville	25,000	Department of Recreation[1]	2	16		3	1	35	7		7	2			1						3				8,058	11,235	12,965	15,692	[236]716	M, P	14
15	Covington	8,000	Department of Recreation[4]	4	3					2		2						2				1		1	2	3,600	2,460	3,353	1,000	7,953	M	15
16	Danville	35,000	Recreation Department[4]	9	17	2	1			14		14		3		2	2					3			10	25,000	20,333	28,333	12,212	65,545	M	16
17	Fredericksburg	15,000	Youth Council	7	5			12	40	4		4	1	1	1	1	2					7				16,000		11,674	3,513	31,187	M	17
18	Galax	[153]3,190	Town Council	3	2					1		1						1						1	2		1,435	1,785	4,505	6,290	M	18
19	Goochland County	[88] 18,000	County Recreation Council		3			3	43					4	1	1								1			1,328	1,848	454	2,302	P	19
20	Henrico County	[89] 40,000	County School Board	8	5				9	13		13		1	12	1		3				10				8,000	8,600	8,600	1,725	18,325	C	20
21	Hopewell	10,000	Department of Recreation and Parks	5	5	2	2	55	35	4	1	3	1		1			3				4		1	4	1,000	10,900	19,900	3,705	24,605	M	21
22	Lexington	4,000	Recreation Department	4	1			1	20	3		3			2	1	1					2				3,000	2,780	3,000	1,000	[27],000	M, P	22
23	Lynchburg	50,000	City Recreation Department	8	16	5	10	25	40	16	10			6	3	1		4				5		3	15		30,877	47,500	7,785	55,285	M	23
24	Martinsville	18,000	Recreation Department[4]	12	10	2	1	1	7	6		6			3	1		1				3			2	10,000	9,564	12,625	2,775	[225],400	M	24
25	Newport News	44,958	Division of Recreation, Department of Public Welfare	11	8	4	2	72	52	11	2	9	1	7				2				7		2	14		18,006	34,848	20,439	[255],287	M	25
26	Norfolk	250,000	Department of Public Welfare	33	62	14	23	127	37	42	19	23	2	3	19	10		20	3	1	1	24			32	100,000	109,390	172,680	41,113	313,793	M	26
27	Portsmouth	90,000	City Recreation Bureau, Department of Public Welfare	16	24	4	4	30	22	24		24	1	4		1	3	1				6			2		23,896	35,344	8,900	44,244	M, P	27
28	Radford	12,000	Department of Recreation and Parks	9	5	1	2	7	7	6		6	1					1				4		1			7,189	9,234	6,010	15,244	M, P	28
29	Richmond	235,000	Department of Recreation and Parks	85	101	12	23	98	146	39	22		1	34	20			22				23		2	60	315,910	132,256	141,256	30,517	[2]487,683	M, P	29
30	Roanoke	100,000	Department of Parks and Recreation	135	37	4	2	268	28	15	2	13	2			5		9				14			37	850	40,301	43,841	7,953	[252],644	M, P	30
31	Salem	7,500	Recreation Department[4]	3	6	[31]	1	4	32	5		5		2	2	3	1	2				3			3	300	5,594	7,060	2,880	[210],240	M, P	31
32	Vinton	3,455	Recreation Association	3				7	4	1		1						1						1		36,600	1,200	1,200	600	38,400	M	32
33	Winchester	15,000	Recreation Department[4]	3	6	1	1	20	11	6	1	5				1		2				4			4	3,300	7,200	9,130	1,940	14,370	M, P	33
	Washington																															
34	Aberdeen	20,000	Recreation Association	7	9					5		5			3	1		1	1			1	1		3		5,500	5,500	800	6,300	M, S, P	34
35	Anacortes	[185]5,875	School District and Summer Recreation Committee	1	1					3		3		1				1							2			873	100	[2]973	S, P	35
36	Auburn	7,000	Recreation Committee	10	5				9	3		3			5			1				1			2		3,000	3,000	400	3,400	S, P	36
37	Bellingham	35,000	Recreation Commission	33	15					19	5	14	1	7		1	9		1			12			14	140,000	15,315	15,315	5,894	[2]161,209	M,C,S,P	37
38	Bothell	15,000	High School District Coordinating Council	5	2			45	35	6								4				5			2		3,300	3,300	525	3,825	M, P	38
39	Bremerton	35,000	Park and Recreation Department	11	5	3	1	80	34	5		5	2	3				5				3			12	22,981	21,090	18,674	9,463	51,118	M, S, P	39
			School District No. 100-C	4	8					6		6										2			2		4,800	4,800	423	5,223	M, S	a
40	Cashmere	2,000	Public Schools and City	1	1					1		1		1	1			1				2		1	2		900	1,950	720	2,670	M, S, P	40
41	Chehalis	5,700	Park Board															1	1			2			2	4,400		4,500	960	9,860	M	41
			School District No. 302	1	1					2	1	1		2								2			2			2,800	380	3,180	M, C, S	a
42	Cheney	3,000	School District No. 357	3	3					2					2			1				1	1		4		2,181	2,181	100	[2]2,281	M, S	42
43	Chewelah	2,000	Recreation Association	2				6	10	2	1	1		1	2		2	1				3		1	2	1,200	1,200	1,200	800	[2]3,200	P	43
44	Clarkston	4,000	School District No. 250	1						2		2			1			1				1			4		600	600	76	676	M, P	44
45	Concrete	700	School District	2						2		2	1		1		2										700	700	35	735	M, S, P	45
46	Ellensburg	7,500	City, Y.M.C.A. and City Schools	4	2					2		2				1		2				2	1	1			3,360	[6]3,360		6,360	M	46
47	Entiat	2,000	School District No. 127	1	1					1		1						1				2			2						M	47
48	Enumclaw	2,627	Recreation Council	5	2					2			1		1			1				2			3		750	1,907	353	2,260	C, S, P	48
49	Everett	37,000	Recreation Council and Park Dept	10	2					6		6		2				3	1		1	6			16		5,400	[6]5,400		26,100	M, S, P	49
50	Granite Falls	600	Public Schools	2	1			4	7	2		2			1			2									250	250	150	400	S	50
51	Hoquiam	11,000	Park Board	2	4					3		3			1	1	1	2	1			5			6		2,700	2,700	3,300	6,000	M, S	51
52	Kelso	12,000	Recreation Committee	2	3			3	9	3		3										3			1		708	1,801	124	[2]1,925	M, P	52
53	Kennewick	8,600	Recreation Commission	2	1		[31]	7	15	1		1	1			1						1					3,750	4,200	515	[24],715	M, P	53
54	Kent	3,000	School District No. 415	1	1			2		2		2			3			1				3			3		900	900	600	1,500	S	54
55	King County	150,000	County Parks and Playgrounds Dept	26	17	7	2	60	9	11	3	8	5	6	2		2	3	3				1	1	10	13,500	47,490	100,160	40,355	154,015	C	55
56	Lind	800	School District No. 158		2					1		1			1			1				1		1	3		900	900	100	1,000	M, S	56
57	Longview	19,000	Summer Recreational Council	4	5					4		4	1		2			1				6	1		3		3,833	3,833	1,434	5,267	M,C,S,P	57
58	Olympia	20,000	City Recreation Department[4]	2		1		14	4	6		6	1						1			6			8	10,647	4,600	7,900	5,935	24,482	M	58
59	Omak	4,000	School District No. 19	2	1					1		1				3	1	1				2		1	2		1,200	1,200	150	[21],350	M, C, S	59
60	Orting	1,300	School District No. 344	3	2				1	2	2				1	1		1				1			2		320	320	25	345	S, P	60
61	Otis Orchards	2,100	School District No. 348	1				4		1		1						1	1			3			3		1,385	1,385	265	[21],650	M, C, S	61
62	Pasco	10,000	City Recreation Department	3	3		1	17	33	3		3	1									2			3		7,785	10,665	3,065	13,730	M	62
			School District No. 1	1	1					2		2															450	450		[2]450	S	a
63	Port Angeles	12,000	School District No. 7	5	1					3		3						3				2		1	4	250	1,575	5,117	2,396	[27],763	M,C,S,P	63
64	Poulsbo	8,000	North Kitsap Public Schools	4	5			4		7		7				2			1							26	675	765	60	851	M, S, P	64

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership				Volunteer Workers		Playgrounds Under Leadership, Number			Recreation Buildings, Number		Indoor Recreation Centers, Number		Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year					Source of Financial Support	Number of City
				No. of Men	No. of Women	Number Employed Full Time Year Round		Activity Leaders	Others	Total	Year Round	Summer Only	Large	Others	Schools	Others											Land, Buildings, Permanent Improvements	Salaries and Wages		All Other Expenses	Grand Total		
						Men	Women																					For Leadership	Total				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	Washington—Cont.																															
1	Pullman	6,500	Boys and Girls Committee	3	3	....	....	....	....	3	....	3	....	....	1	....	....	....	1	....	....	....	....	3	....	1	12	....	2,775	3,812	....	[3]3,812	M, P	1
2	Puyallup	10,000	Summer Recreation Council	4	2	....	....	....	5	3	....	3	....	1	2	....	....	....	....	....	....	....	....	3	....	....	....	....	2,670	3,051	1,946	[5]5,000	M, S	2
3	Renton[90]	17,500	Recreation Council, Inc	15	12	3	1	75	15	10	2	8	....	....	9	1	....	2	2	....	....	4	....	....	5	4,500	19,942	24,510	5,684	[2]34,694	M, S, P	3
4	Ridgefield	650	School District No. 113	1	....	....	....	....	....	1	....	1	....	....	1	....	....	1	....	....	....	2	....	1	....	....	375	375	15	390	M, C, S	4
5	Seattle	500,000	Park Department	90	54	33	14	....	5	53	25	28	10	23	8	3	....	25	10	1	3	....	....	1	97	368,124	....	454,083	65,387	887,594	M, S	5
6	Sequim	1,000	Consolidated Schools	3	1	....	....	....	....	3	2	1	1	1	1	....	2	1	1	....	....	2	....	....	....	....	....	1,260	1,260	400	1,660	M, S, P	6
7	Snohomish	4,000	Public Schools[91]	2	2	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	600	600	....	600	S	7
8	South Bend	1,800	School Board	1	1	....	....	....	....	2	....	2	....	....	1	....	....	2	....	....	....	2	....	....	1	....	....	600	600	200	800	M, S, P	8
9	Spokane	160,000	Recreation Division, Park Board	60	13	3	2	15	....	18	....	18	....	6	18	1	....	5	....	....	2	25	....	5	56	9,442	66,498	149,379	33,584	192,405	S	9
10	Steilacoom	1,200	Recreation Department	1	1	....	....	2	....	1	....	1	....	....	1	....	....	....	1	....	....	1	....	....	1	....	405	405	254	659	S, P	10
11	Tacoma	140,000	Metropolitan Park District and School District	155	86	3	2	113	13	25	....	25	....	4	9	....	....	9	5	....	....	56	3	....	26	15,710	55,903	79,050	15,962	[3]110,722	M, S, P	11
12	Tekoa	1,500	Public Schools	1	....	....	....	3	5	1	....	1	....	....	1	....	....	1	....	....	....	1	....	....	1	100	181	181	92	373	M, P	12
13	Toppenish	3,000	Recreation Commission, Inc	3	....	....	....	3	5	5	....	5	....	....	2	2	....	1	....	....	....	4	....	....	3	....	750	960	600	[2]1,560	S, P	13
14	Vancouver	40,000	Greater Vancouver Recreation Association and School District	24	13	2	....	....	....	14	7	7	3	2	12	....	2	1	....	....	....	3	1	....	....	....	....	60,327	1,500	61,827	M, S, P	14
15	Vashon Island	7,000	Public Schools	1	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	450	450	227	[2]677	S, P	15
16	Walla Walla	25,000	Recreation Division, Department of Streets and Public Improvements	5	4	....	....	6	32	4	....	4	1	3	....	....	4	5	....	1	....	10	....	3	8	....	5,646	5,646	1,400	[2 6]7,046	M, S	16
17	Wenatchee	14,700	Recreation Council, Inc Public Works Department	5	2	....	....	2	7	6	....	6	....	....	1	....	....	1	....	....	....	5	....	1	4	25,429	3,490	3,490	102	[3]3,592	S, P	17
18	Yakima	40,000	Metropolitan Park District	9	5	....	....	52	32	5	....	5	....	....	3	....	....	....	....	....	....	1	....	2	8	12,220	10,100	11,600	1,000	[2]24,820	M, S	18
	West Virginia																															
19	Bluefield	[15]20,641	Recreation Department[1]	14	8	1	....	14	10	5	....	5	....	1	5	....	1	....	....	....	....	3	....	....	....	110,000	9,200	9,200	6,000	[2]125,200	M	19
20	Clarksburg	35,000	City Playgrounds Council	6	22	....	....	8	....	15	....	15	....	....	....	....	....	....	....	....	....	7	....	....	....	1,207	5,804	5,804	1,820	[3]8,831	M, P	20
21	Fairmont	32,000	City Playground Association, Inc	6	6	....	....	14	5	9	....	9	....	....	....	....	....	9	....	....	....	9	....	....	4	....	2,649	2,790	1,410	[4]4,200	P	21
22	Marion County[92]	65,000	County Recreation Commission	8	30	....	....	....	....	23	....	23	....	....	6	4	....	10	....	....	....	18	....	....	6	16,000	6,000	6,000	10,000	32,000	M, C, P	22
23	Monongalia County[93]	55,000	County Consolidated Recreation Commission	18	7	1	3	22	105	12	....	12	2	1	4	....	4	12	....	....	....	5	....	....	1	19,632	15,238	20,188	8,251	[2]48,070	M, C, P	23
24	New Martinsville	5,000	Municipal Park and Bruce Pool	1	1	....	....	2	....	2	....	2	....	....	....	....	....	....	....	....	....	1	....	1	2	3,000	1,000	1,500	500	5,000	M	24
25	Weirton	35,000	City Recreation Department	3	10	[31]	....	8	20	9	....	9	....	....	....	....	....	1	....	....	....	3	....	....	....	....	4,000	4,000	3,500	[2]7,500	M	25
26	Wheeling	65,000	Recreation Department[4] Oglebay Institute[94]	37 13	35 28	2 8	 3	38	8 125	29	....	29	....	2	8 1	....	....	8	....	....	....	11	1	....	6	4,000	13,000 45,802	25,000 45,802	7,000 43,478	[2]36,000 [2]89,279	M, P P	26 a
27	Wood County[95]	60,000	County Recreation Commission	10	7	1	....	21	9	7	....	7	1	....	8	....	....	4	....	....	....	6	....	....	3	....	7,000	[2]9,100	1,702	[2]10,802	C, P	27
	Wisconsin																															
28	Algoma	2,600	Recreation Department[4]	8	1	....	....	10	30	2	....	2	....	1	1	2	1	1	1	....	....	1	....	....	2	....	2,388	2,745	2,531	[3]5,276	M	28
29	Appleton	34,000	Recreation Department and Park Board	63	14	1	1	....	5	7	....	7	....	....	5	2	....	1	....	....	1	8	....	....	9	6,000	12,790	18,810	5,525	[9]630,335	M	29
30	Baraboo	9,000	Recreation Board Park Board	....	1	....	1	3	....	3	....	3	1	....	....	....	1	....	....	....	....	1	....	....	....	....	2,700	3,000	3,000	6,000	M, P M	30 a
31	Beloit	30,000	City Park Department Board of Education	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	1	....	....	2	....	3,000	....	30,000	6,270	39,270	M	31
32	Berlin	4,247	Park Board	39 2	15 1	3	....	3	....	9 2	....	9 2	....	....	10	....	....	3 1	....	....	....	12	....	....	13 1	1,200	22,820 2,506	28,142 3,181	6,635	[3]35,977 3,181	M M	a 32
33	Boscobel	2,000	Park Commission	1	1	....	....	....	....	2	....	2	....	....	....	....	....	1	....	....	....	1	....	1	3	....	1,000	[6]1,000	....	2,000	M	33
34	Chippewa Falls	12,500	Family Service and City	4	7	....	1	2	....	3	....	3	....	....	2	....	....	....	2	....	....	2	....	....	2	....	....	....	....	[3]5,897	M, P	34
35	Crandon	2,000	City Council	1	....	....	....	....	....	4	....	3	....	....	....	....	....	1	1	....	....	2	....	....	2	....	600	600	....	600	M, P	35
36	Cudahy	11,500	Board of Education	6	4	....	....	....	....	2	....	2	....	....	4	....	....	1	....	....	....	2	....	....	....	2,000	5,000	5,000	3,000	10,000	M	36
37	Eau Claire	40,000	Department of Recreation	49	20	2	....	67	37	11	11	....	....	....	6	1	7	5	2	....	....	10	....	....	9	5,000	15,690	15,690	5,049	[2]25,739	M	37
38	Elkhorn	3,300	Park Board	1	....	....	....	....	....	1	....	1	....	....	....	....	....	....	1	....	....	1	....	....	....	1,000	300	300	200	1,500	M	38
39	Fond du Lac	29,000	City Recreation Department, Board of Education	82	28	....	....	52	31	5	....	5	....	....	9	....	....	3	....	....	....	14	....	....	10	816	....	22,411	6,659	[2]29,886	M	39
40	Green Bay	60,000	Recreation Department, Park Board	21	22	1	2	....	6	14	....	14	....	6	14	....	6	6	....	....	....	18	1	....	15	....	....	....	....	54,474	M	40
41	Hartford	3,910	Park Committee	....	1	....	....	3	....	2	....	2	1	....	....	....	1	1	1	....	....	1	....	....	2	....	1,800	[6]1,800	....	[2]6,000	M	41
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Janesville	25,000	Department of Physical Education and Recreation, Public Schools	68	31	3	2	26	13	10	...	6	...	...	6	1	...	5	1	...	...	14	2	...	16	9,200	29,500	35,500	3,000	[2]47,700	M	1
			Municipal Golf Course	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	13,600	M	a
2	Kaukauna	8,200	Health and Recreation Department	3	3	...	...	...	...	3	...	3	...	...	...	...	...	2	...	...	...	2	1	...	5	...	...	...	...	3,629	M	2
3	Kenosha	54,000	Department of Public Recreation, Board of Education	78	47	1	....	40	27	8	...	8	...	2	8	...	...	4	...	...	...	9	1	...	...	...	21,363	26,773	6,125	[2]32,898	M	3
			Department of Parks	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	2	1	...	13	...	...	15	...	...	...	...	150,000	M	a
4	Kenosha County	57,000	County Park Commission	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	2	...	...	...	...	...	40,623	47,264	87,887	M, C	4
5	Kimberly	3,500	Board of Education	1	...	...	...	...	...	4	3	1	...	...	1	1	...	2	...	...	...	3	...	1	2	2,000	3,000	500	3,500	M	5
6	Kohler	1,800	Village Recreation Committee	3	...	...	...	7	20	1	...	1	...	...	...	1	1	...	...	...	...	...	...	2	...	3,600	625	2,825	1,200	[2]7,625	M	6
7	Lancaster	2,963	City of Lancaster	2	1	...	...	...	....	2	...	2	...	...	...	...	...	1	...	1	...	1	...	1	...	...	...	...	...	6,127	M	7
8	Madison	90,000	Dept. of Health, Physical Education, Recreation and Safety, School Board	122	120	4	1	...	....	18	...	18	1	...	10	...	10	1	...	...	...	12	...	...	...	...	...	81,670	31,238	112,907	M	8
			Board of Park Commissioners	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	8	1	1	11	...	...	20	...	...	...	...	...	M	a
9	Manitowoc	30,000	Recreation Department[1]	12	2	4	1	....	5	11	1	10	1	2	4	...	...	2	...	...	...	5	...	...	8	2,335	11,750	15,510	23,710	[2]41,555	M	9
10	Marinette	14,183	Recreation Commission	22	15	1	....	6	17	4	...	4	...	...	4	1	...	1	1	...	...	2	...	...	5	14,643	...	11,973	4,984	[2]31,600	M, P	10
11	Marshfield	10,359	Recreation Committee	12	4	...	...	...	....	4	...	4	...	...	...	...	...	1	...	...	...	2	...	1	4	...	5,572	7,506	4,619	12,125	M	11
12	Mayville	[15]2,754	Park Board	1	1	...	...	2	....	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	400	[6]400	...	[2]1,000	M	12
13	Menasha	12,000	Recreation Council and Park Board	5	4	...	...	...	....	7	...	7	...	...	...	2	...	1	3	...	...	6	1	...	5	...	1,900	1,900	...	[2 6]3,500	M, P	13
14	Menomonee Falls	2,250	Board of Education	5	4	...	...	8	....	1	...	1	...	...	1	...	...	1	...	...	...	1	...	...	3	...	770	1,055	815	[2]1,870	M	14
15	Milwaukee	627,000	Dept. of Municipal Recreation and Adult Education, Public Schools	596	392	37	20	...	....	69	22	8	3	17	32	...	1	12	...	...	...	37	...	...	64	...	464,606	723,117	198,132	921,249	M, S	15
			Bureau of Bridges and Public Buildings, Department of Public Works	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...	...	96,644	...	...	...	267,644	M	a
16	Milwaukee County[97]	850,000	County Park Commission	11	3	8	....	9	....	4	...	4	...	5	...	...	1	15	9	1	5	35	...	8	79	59,800	34,000	[6]34,000	5,600	[6]99,400	C	16
17	Monroe	8,000	Park and Recreation Department	4	2	1	....	5	11	3	1	2	...	2	1	2	1	1	...	...	...	2	...	1	4	8,200	6,328	10,800	850	[2]19,850	M, P	17
18	Monticello	[15]716	City of Monticello	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	564	99	663	M	18
19	Oconto	5,600	Park Board	1	...	...	...	...	7	3	...	3	...	...	...	...	...	1	1	...	...	3	...	...	...	8,300	500	3,500	2,200	14,000	M, P	19
20	Oshkosh	45,750	Dept. of Recreation, School Board	183	21	1	1	...	....	8	...	8	...	...	8	...	1	2	3	...	...	28	1	...	10	...	21,500	29,458	7,655	37,113	M	20
21	Peshtigo	1,947	Board of Public Works	1	...	...	...	1	....	1	...	1	...	...	...	...	...	1	1	...	...	2	...	...	...	4,208	635	1,093	111	[2]5,412	P	21
22	Port Washington	5,000	Recreation Board	3	3	...	...	...	7	5	...	5	...	...	1	1	...	1	...	...	...	1	...	1	4	16,000	1,800	3,300	1,900	21,200	M	22
23	Racine	75,000	Recreation Division, Park Department	50	34	5	1	...	....	14	...	14	4	...	...	1	...	7	2	2	1	16	...	1	19	...	...	47,649	8,543	[2]56,192	M	23
24	Reedsburg	4,000	Common Council	2	...	...	...	...	5	2	...	2	...	...	2	2	1	1	...	...	...	1	...	...	2	1,500	1,500	1,000	[2]2,500	M	24
25	Sheboygan	45,000	Park Division, Board of Public Works	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	4,470	...	34,960	2,745	42,175	M	25
			Department of Public Recreation, School Board	76	44	1	....	80	139	11	...	11	...	3	7	3	...	4	...	...	...	27	1	...	16	...	14,567	29,488	8,267	[2]37,755	M	a
26	Shorewood	16,000	Opportunity School and Village	30	35	1	....	...	....	3	...	3	2	1	6	...	...	...	2	...	...	2	...	...	8	...	30,904	41,106	19,718	60,824	M, S, P	26
27	South Milwaukee	11,000	Board of Education	4	4	1	....	...	....	4	...	4	...	...	1	...	...	2	...	...	...	4	...	...	2	...	...	8,349	8,773	17,122	M	27
28	Sparta	7,000	Parks and Recreation Department	4	1	...	...	...	5	3	...	3	...	...	1	...	...	2	...	1	...	3	...	1	3	5,000	4,250	6,050	6,950	[2]18,000	M	28
29	Spooner	3,000	Board of Education	2	2	...	...	...	....	2	...	2	...	...	...	...	...	1	1	...	...	4	...	...	3	...	1,100	1,100	150	1,250	M	29
30	Stevens Point	15,777	City Recreation Department[1]	9	5	1	....	12	5	5	...	5	...	...	4	...	...	1	...	...	...	1	...	...	...	...	5,200	5,200	3,300	[2]8,500	M	30
31	Superior	40,000	City Recreation Department	25	10	4	1	2	8	8	...	8	1	13	9	...	...	2	1	...	1	7	1	...	9	18,194	22,121	[6]22,121	...	98,612	M	31
32	Tomah	6,000	Park Board	1	2	...	...	...	....	...	...	...	...	...	1	...	1	...	...	...	...	...	...	1	...	...	500	500	100	[2]600	M	32
33	Waukesha	23,000	Recreation Board	10	2	2	....	8	8	8	2	6	...	5	4	1	...	3	...	...	...	5	...	1	12	7,500	9,500	13,500	10,000	31,000	M	33
34	Waupun	6,000	City Recreation Department[4]	1	2	...	...	4	7	3	...	3	...	...	1	...	...	...	...	...	...	2	...	...	2	1,000	1,300	2,050	800	[2]3,850	M	34
35	Wausau	31,000	Park Department	6	4	...	...	...	....	5	...	5	...	...	...	...	...	3	...	...	...	2	...	...	12	...	3,520	3,520	980	4,500	M	35
36	Wauwatosa	31,000	Extension Division, Board of Education	65	40	...	...	39	....	13	6	7	...	1	...	...	...	2	...	...	...	4	1	...	10	...	25,794	25,794	17,205	42,999	M	36
37	West Allis	41,319	Recreation Dept., Board of Education	46	23	6	3	...	....	11	7	1	...	4	3	...	...	3	...	...	...	12	1	...	10	...	28,785	32,356	41,091	73,447	M	37
38	West Bend	6,500	City Athletic Commission	2	2	...	...	4	5	3	...	2	...	...	3	1	...	1	1	...	...	1	...	...	3	...	3,000	3,000	2,500	[2]5,500	M	38
39	Whitefish Bay	13,500	Recreation Department[4]	35	10	1	....	50	7	6	2	2	...	4	1	1	...	...	...	...	...	1	...	...	13	8,500	18,593	21,593	10,314	[2]40,407	M	39
40	Wisconsin Dells	1,762	Recreation Department[4]	1	1	...	...	3	....	2	...	2	...	...	1	...	1	1	...	...	...	...	...	...	3	...	800	800	376	[2]1,176	M	40
41	Wisconsin Rapids	12,000	City of Wisconsin Rapids	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	3,000	M	41
			School Board	3	2	...	...	...	...	2	...	2	...	...	2	...	...	1	...	...	...	3	...	...	2	...	...	...	...	...	M	a
	Wyoming																															
42	Cheyenne	35,000	Recreation Committee	20	15	[31]	....	...	....	5	...	5	...	...	3	...	...	1	1	...	...	3	1	...	6	...	12,869	12,869	...	[2 6]12,869	M, C, P	42
43	Lander	4,500	City Swimming Pool Board	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	600	M	43
44	Rock Springs	12,000	City and School District No. 4	2	2	...	...	11	2	6	...	6	...	...	4	1	...	1	...	...	...	4	...	...	5	...	2,000	2,500	500	3,000	M, P	44
	Hawaii																															
45	Honolulu	360,000	Board of Public Parks and Recreation	48	35	25	27	305	9	35	33	2	8	17	3	8	20	14	7	...	...	13	2	...	30	551,575	168,872	187,712	69,075	808,362	C	45

Number of City	STATE AND CITY	Population	Managing Authority	Paid Recreation Leadership: No. of Men	Paid Recreation Leadership: No. of Women	Paid Recreation Leadership: Number Employed Full Time Year Round: Men	Paid Recreation Leadership: Number Employed Full Time Year Round: Women	Volunteer Workers: Activity Leaders	Volunteer Workers: Others	Playgrounds Under Leadership, Number: Total	Playgrounds Under Leadership, Number: Year Round	Playgrounds Under Leadership, Number: Summer Only	Recreation Buildings, Number: Large	Recreation Buildings, Number: Others	Indoor Recreation Centers, Number: Schools	Indoor Recreation Centers, Number: Others	Teen or Youth Centers, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-hole, Number	Golf Courses, 18-hole, Number	Softball Diamonds, Number	Swimming Pools, Indoor, Number	Swimming Pools, Outdoor, Number	Tennis Courts, Number	Expenditures Last Fiscal Year: Land, Buildings, Permanent Improvements	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: All Other Expenses	Expenditures Last Fiscal Year: Grand Total	Source of Financial Support	Number of City
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
	CANADA																															
	Alberta																															
1	Calgary	110,000	Division of Sports and Recreation, Park Department	3	19	2	....	....	12	22	....	22	1	10	7	....	....	5	....	1	1	40	....	1	14	2,000	10,237	42,331	22,864	67,195	M	1
2	Edmonton	125,000	Recreation Commission	12	11	7	4	100	1475	19	....	19	2	9	1	2	....	3	....	....	....	10	....	....	....	19,615	28,500	35,565	15,806	[2]70,986	M	2
3	Magrath	1,300	Amateur Athletic Association	2	1	....	....	16	8	1	....	1	....	....	1	1	2	....	....	....	....	....	....	....	....	1,000	400	400	.....	1,400	P	3
4	Medicine Hat	14,000	Central Playgrounds and Recreation Commission	3	2	....	....	10	12	10	....	10	....	....	3	1	....	1	....	....	....	9	....	....	2	.....	950	1,790	425	2,215	P	4
5	Smoky Lake	400	Welfare Association	1	....	....	....	3	6	....	....	....	....	....	....	1	....	....	1	....	....	2	....	....	....	.....	200	500	300	800	M	5
	British Columbia																															
6	Vancouver	365,000	Board of Park Commissioners	5	30	....	2	....	....	30	....	15	....	....	....	....	....	5	9	....	2	44	1	5	108	.....	12,323	[6]12,323	.....	100,000	M	6
7	Victoria	[15]44,068	Parks Department	2	10	....	....	32	....	9	....	9	....	1	....	....	1	4	1	....	....	13	....	....	13	5,112	2,647	5,427	1,787	[2]12,326	M	7
	Manitoba																															
8	St. Boniface	25,000	Public Parks Board	....	....	....	....	9	3	3	....	3	....	3	....	....	2	2	....	....	....	2	....	1	1	.....	.....	.....	.....	10,800	M	8
9	Winnipeg	250,000	Public Parks Board	105	111	1	....	4400	16	44	4	40	7	52	18	....	....	11	....	....	2	....	1	2	55	205,794	30,022	66,874	33,331	305,999	M	9
	Nova Scotia																															
10	Halifax	[15]70,488	Department of Civic Recreation[4]	21	34	3	....	78	34	18	....	18	3	9	11	1	6	19	6	....	....	20	1	1	20	4,736	.....	16,218	11,566	[3]32,520	M	10
11	Kentville	4,780	Youth Association	1	1	....	....	19	....	....	....	....	....	....	....	1	1	....	....	....	....	....	....	1	....	.....	1,500	4,500	6,000	P	11	
12	North Sydney	6,836	Playground and Recreation Commission	1	2	....	....	5	12	2	....	2	....	....	....	1	....	....	1	....	....	2	....	....	....	2,212	521	521	329	3,062	M, P	12
13	Pictou	5,000	Community Centre Committee, Town Council	1	3	1	1	79	29	1	....	1	1	....	....	....	....	1	1	....	....	....	....	....	....	1,214	.....	7,700	545	9,459	M, P	13
	Ontario																															
14	Barrie	11,986	Recreation Council	2	9	1	1	29	13	6	....	6	....	1	1	....	....	1	1	....	....	5	....	....	2	.....	5,727	5,881	1,665	[7]7,546	M, P	14
15	Bourget	1,200	Centre Récréatif de Bourget	3	1	....	....	8	18	1	1	....	....	1	....	1	2	1	....	....	....	1	....	....	4	1,294	900	1,320	200	[2]2,814	M, P	15
16	Chatham	20,000	Memorial Community Centre Commission	6	7	2	....	53	120	11	5	6	1	3	....	....	....	3	....	....	....	6	....	2	....	10,995	9,610	17,975	14,915	43,915	M	16
17	Cornwall	15,000	Athletic Commission	3	3	3	....	2	....	6	6	....	....	3	....	....	....	2	1	1	....	8	....	1	....	.....	10,000	10,000	[2]20,000	M	17	
18	Dunnville	4,800	Community Recreation Council	2	3	[3]1	....	8	12	3	....	3	....	2	2	....	....	1	1	....	....	3	....	....	2	228	2,887	3,339	1,286	4,852	M, P	18
19	Eastview	11,156	Committee for Recreation and Adult Education	3	....	1	....	13	72	2	2	....	1	3	....	2	....	....	....	....	....	....	....	....	....	961	2,824	6,610	5,012	12,582	M, P	19
20	East York Township	53,000	Community Centre Council	31	18	2	....	375	9	9	....	9	6	3	2	....	2	....	....	....	....	....	2	1	3	4,827	5,354	9,704	7,069	[2]21,600	M, P	20
21	Elmira	3,000	Community Recreation Council	2	1	....	....	8	25	....	....	....	....	....	1	....	....	....	....	....	....	....	....	1	3	50	818	818	1,850	[2]2,717	M, P	21
22	Fort Frances	7,000	Recreational Council	3	3	1	1	5	6	....	....	....	1	....	1	....	....	1	1	....	....	2	....	....	2	500	3,500	4,500	2,100	7,100	M	22
23	Goderich	4,850	Recreation Council	1	1	[3]1	....	20	9	....	....	....	....	....	....	7	....	1	1	....	....	2	....	....	2	.....	2,017	2,017	1,503	[3]3,520	M	23
24	Guelph	28,000	Recreation Commission	1	....	[3]1	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....	.....	400	400	900	1,300	M	24
25	Hamilton	200,000	Recreation Council and Park Board	27	28	3	2	1200	300	23	....	23	1	3	15	....	....	....	....	....	1	31	1	....	16	15,310	25,758	[6]25,758	.....	[8]76,032	M	25
26	Hanover	3,600	Recreation Commission[1]	5	2	....	....	12	12	4	....	4	1	....	3	....	2	1	....	....	....	1	....	1	....	.....	3,500	5,300	8,500	[2]13,800	M, P	26
27	Hawkesbury	6,599	Community Memorial Park Committee	3	3	....	....	....	8	1	....	1	....	....	....	....	....	1	....	....	....	....	....	1	....	2,898	716	896	200	3,994	M, P	27
28	Kitchener	40,000	Recreation Commission	16	9	1	....	....	7	....	....	7	....	1	1	....	1	1	....	....	....	15	....	....	4	1,868	7,138	8,138	6,272	16,278	M	28
29	Leaside	13,800	Department of Recreation[4]	12	7	2	....	37	17	4	....	4	....	1	4	....	....	1	....	....	....	3	....	....	2	6,000	8,652	8,652	3,548	18,200	M, P	29
30	London	91,000	Parks and Playground Department	21	24	1	1	72	14	20	10	10	....	....	....	....	....	8	....	1	1	24	....	4	11	6,700	15,492	32,493	14,892	54,085	M	30
31	Mimico	10,000	Recreation Commission	1	1	....	....	9	65	5	....	3	....	....	....	....	....	....	....	....	....	3	....	....	1	.....	750	750	200	[9]950	M, P	31
32	North Bay	18,000	Community Recreational Council	5	....	[3]1	....	40	16	4	....	4	....	....	....	3	....	....	1	....	....	....	....	....	....	500	2,700	2,900	900	4,300	M	32
33	Oshawa	[15]28,813	Westmount Recreation Association	1	....	....	....	....	2	2	....	....	....	....	....	....	....	....	....	....	....	4	....	....	....	.....	.....	.....	.....	1,600	M	33
34	Ottawa	220,000	{Recreation Commission {Playgrounds Department	39 113	32 19	1 2	1	35 435	105 31	 21		 21			6			 6	 4			 35	 2		 1	 60,250	14,978 71,072	17,368 122,725	16,396 52,275	[3]33,765 235,250	M M	34 a
35	Paris	4,980	Recreation Commission	3	4	....	....	8	11	5	....	5	....	2	2	4	....	....	....	....	....	2	....	....	1	400	1,548	3,127	948	4,475	M, P	35
36	Peterborough	36,000	Recreation Commission	17	21	1	1	92	12	8	....	8	....	2	2	2	2	....	2	....	....	8	....	....	....	3,700	11,050	14,400	7,900	[3]26,000	M, P	36
37	Port Arthur	30,000	Civic Recreation Committee	3	9	1	....	38	20	8	....	8	1	....	2	....	....	1	1	....	....	2	....	1	....	12,500	8,900	11,000	1,000	[3]24,500	M	37
38	St. Marys	3,919	Recreation Council	4	1	[3]1	....	18	15	1	....	1	....	....	1	3	....	1	1	....	....	1	....	1	....	372	2,247	2,564	1,372	[4]4,307	M, P	38
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

1	St. Thomas	19,210	Recreation Commission	30	20	1	1	30	20	16	...	16	...	...	4	3	...	3	1	...	...	9	...	...	...	3,477	8,487	16,514	6,620	[2]26,611	M	1
2	Simcoe	6,500	Community Council	2	4	1	...	...	23	2	...	2	...	...	2	2	...	1	...	...	...	1	...	1	2	...	...	...	...	6,000	M, P	2
3	Stratford	18,000	Recreation Commission	6	6	...	...	76	88	5	...	5	...	2	...	...	...	2	...	...	...	6	...	...	...	897	5,032	13,485	3,729	[2]18,112	M, P	3
4	Toronto	750,000	Parks and Recreation Department	583	568	12	10	267	...	129	6	123	6	5	106	...	...	17	7	...	...	52	...	...	239	82,537	...	...	...	[2 6]786,074	M	4
5	Toronto Township	15,000	Recreation Committee	3	11	1	...	87	201	1	...	1	1	1	4	1	...	...	...	...	...	8	...	...	...	5,734	4,136	5,214	9,381	20,329	M, P	5
6	Weston	8,700	Community Council	1	1	1	...	75	25	7	...	7	...	...	4	3	...	1	...	...	...	1	...	...	3	...	3,300	3,452	4,391	7,843	M, P	6
7	Wingham	2,362	Recreation Council	1	2	1	...	34	43	2	...	2	...	2	...	...	...	...	...	...	...	1	...	...	2	...	3,320	3,320	3,647	[2]6,967	M, P	7
8	York Township	90,108	Recreation Committee	83	39	1	1	171	40	20	...	20	...	3	12	...	...	3	...	...	...	32	1	...	...	791	20,995	24,295	8,806	33,892	M	8
	Quebec																															
9	Arvida	10,500	Athletic Assn., Inc., Playground Committees, Comité des Loisirs, and City	2	...	1	...	190	...	3	...	3	1	...	3	...	...	1	1	1	...	2	...	...	4	...	8,000	28,000	50,000	78,000	M, P	9
10	Hampstead	3,000	Recreation Association	1	...	...	...	20	40	3	2	1	...	...	1	1	...	2	...	...	...	1	...	...	4	...	...	...	...	[2]2,000	M, P	10
11	Montreal	1,200,000	Parks and Playgrounds Assn., Inc.	7	12	2	...	...	...	8	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,987	19,330	20,870	40,200	M, P	11
			Division of Recreation, Department of Public Works	347	291	8	...	...	5	100	100	...	2	...	30	...	...	17	...	...	1	117	18	...	47	284,100	230,000	997,200	279,100	1,590,400	M	a
12	Quebec	182,000	Oeuvre des Terrains de Jeux, Inc.	22	18	12	...	53	122	12	10	2	1	...	...	8	...	2	...	...	...	16	...	8	14	70,000	32,780	32,780	2,325	[2]105,105	M, P	12
			Playgrounds Association	2	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	750	750	1,105	1,855	M, P	a
13	St. Lambert	7,200	Parks and Playgrounds Committee	2	...	...	...	...	...	3	1	2	...	...	...	...	...	1	1	[3]21	...	3	...	...	...	3,710	...	...	6,970	[2]12,620	M	13
14	Sherbrooke	47,111	L'Oeuvre des Terrains de Jeux et des Colonies de Vacances	20	25	...	...	30	32	3	...	3	...	...	...	...	...	...	1	...	...	3	...	...	4	...	...	6,632	1,580	8,212	M, P	14
			Parks and Playgrounds Department	26	...	...	...	15	...	30	30	...	...	...	...	...	...	2	3	...	...	4	...	2	11	...	...	...	...	25,611	M	a
15	Verdun	76,905	Municipal Playground Commission	28	20	2	...	...	...	11	8	3	...	...	...	...	...	1	...	...	...	8	...	2	...	48,300	15,477	71,074	26,400	145,774	M	15
16	Westmount	26,779	Parks Department	6	3	2	...	14	...	4	3	1	...	...	...	...	...	...	...	...	...	7	...	...	17	...	7,495	27,185	5,384	32,569	M	16
	Saskatchewan																															
17	Moose Jaw	24,069	Recreation Board	4	15	1	...	8	12	9	...	9	...	1	...	2	...	2	1	...	...	12	...	...	1	...	5,155	8,439	3,536	[2]11,975	M	17
18	Regina	62,000	City Recreation Division	41	38	6	2	98	3	16	...	16	...	1	1	...	1	...	1	...	...	...	...	3	...	230,000	38,591	53,258	30,559	343,817	M, P	18
19	Saskatoon	50,000	Playgrounds Association	5	11	1	...	30	40	8	...	8	...	...	1	...	...	1	...	...	...	...	...	1	4	14,000	5,493	15,665	20,916	50,581	M, P	19
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	

FOOTNOTES

Except as otherwise indicated, the population figures indicate the estimated 1948 population.

Under Sources of Financial Support, M—Municipal Funds; P—Private Funds; C—County Funds; S—State Funds.

1. This department has an advisory board.
2. This amount was supplemented by funds contributed by one or more other agencies for such services as the maintenance of areas, heat, light, janitor service or equipment.
3. This leadership was employed on a full-time basis in 1948.
4. This department is administered by a policy making board.
5. This agency maintains a recreation program for colored citizens.
6. Expenditures data are incomplete.
7. This report also covers facilities in Thatcher and Pima.
8. This report includes service in Texarkana, Texas.
9. This figure includes both men and women.
10. This report covers facilities in Avenal and Kettleman City.
11. This report covers facilities in Compton, Lynwood and Willowbrook.
12. This report covers facilities in Berkeley, Oakland and several other East Bay communities.
13. This report covers facilities in Hayward, San Lorenzo and Mt. Eden.
14. This report covers facilities in Altadena, Arcadia, Baldwin Park, Bellflower, City Terrace, East Los Angeles, Florence, Lancaster, Lawndale, Lennox, Lomita, Norwalk, San Dimas, West Hollywood, Manhattan Beach, Redondo Beach, Torrance, Alameda, Artesia, Azusa, Bassett, Bloomfield, Bonita, Citrus High School District, Claremont, Compton, Covina, Downey, Duarte, El Monte, Glendale, Glendora, Guirado, Hawthorne, LaVerne, Los Nietos, Lynwood, Montebello, Mountain View, Newhall, Palmdale, Puente, Rosemead, West Covina, Whittier and Willowbrook.

15. This is the official 1940 population.
16. This is the official 1945 population (special census).
17. Expenditures data are for golf courses only.
18. This report covers facilities in Millbrae, Sharp Park, East Palo Alto, Pescadero, Half Moon Bay and Lomita Park.
19. This report covers facilities in East Nicolaus, Live Oak, Sutter and Yuba City.
20. This report also covers facilities in Oakville.
21. This report covers facilities in Gainesville, Archer, Hawthorne, Waldo, Alachua, High Springs and Newberry.
22. This report covers facilities in Lynn Haven, Panama City, Millville and Parker.
23. This figure does not cover the tourist population, estimated at 25,000 per year.
24. This report covers facilities in Lakeland, Winter Haven, Bartow, Auburndale, Pierce, Brewster, Bradley Junction, Fort Meade, Lake Wales, Frostproof, Mulberry, Haines City, Eagle Lake and Highland City.
25. This report covers facilities in Sarasota, Venice, Nokomis, Laurel, Osprey and Englewood.
26. This figure represents expenditures of the Recreation Division only.
27. This report covers facilities in Alpharetta, Roswell, Buckhead, Bolton, East Point, College Park, Hapeville, Lakewood, Fairburn, Palmetto and Union City.
28. This figure represents expenditures of the Recreational Council only.
29. This is an advisory and research body representing public and private recreation agencies.
30. This report covers facilities in Chicago, Lyons, Niles Center, Palatine, Palos Park, and Leyden and Thornton Townships.
31. This is the rural population of the county.
32. This facility is leased to a private operator.
33. This report covers facilities in Anchorage, Buechel, Camp Taylor, Eastwood, Fincastle, Harrods Creek, Jeffersontown, Lyndon, Middletown, Newburg, St. Matthew, Shiveley and Valley.
34. This report covers facilities in Hardburly, Hazard and Lothair.
35. This report covers facilities in Zachary, Baker, Pride and Central.
36. This report covers facilities in Thibodaux, Raceland, Lockport, Mathews, Larose, Cut Off and Golden Meadow.
37. This report covers facilities in Sharptown, Mardela, Hebron, Delmar, Fruitland, Pittsville, Willards and Salisbury.
38. This report covers facilities in Cotuit, Hyannis and Osterville.
39. This report covers facilities in Arlington, Belmont, Boston, Braintree, Brookline, Cambridge, Canton, Chelsea, Cohasset, Dedham, Dover, Everett, Hingham, Hull, Lynn, Malden, Medford, Melrose, Milton, Nahant, Needham, Newton, Quincy, Revere, Saugus, Somerville, Stoneham, Swampscott, Wakefield, Waltham, Watertown, Wellesley, Weston, Westwood, Weymouth, Winchester, Winthrop and Woburn.
40. One man was employed during 1948 as a full-time year-round recreation leader.
41. This beach was leased by the city.
42. In addition to this amount, $53,529 were spent by the Minneapolis Athletic Association.
43. This amount was spent by the Park Board for land to be developed for use by the Recreation Committee.
44. This figure represents expenditures for playgrounds, community centers, playfields, swimming pools, beaches, golf courses and tennis courts only.
45. The summer population is 50,000.
46. This report also covers service in Neptune.
47. This report covers facilities in Belleville, Bloomfield, Caldwell, East Orange, Irvington, Montclair, Newark, Nutley, Orange and Verona.
48. This figure includes administrative salaries.
49. This report covers facilities in Clifton, Paterson, West Paterson, Hawthorne and Wayne.
50. This is a 27-hole course.
51. This report covers facilities in Elizabeth, Linden, Hillside, Union, Garwood, Springfield, Summit, Roselle, Roselle Park, Cranford, Westfield, Plainfield, Fanwood, Mountainside, New Providence Boro, New Providence Township, Winfield, Rahway, Kenilworth and Scotch Plains.
52. The summer population is 100,000.
53. The facilities reported are in Oriskany Falls and the town of Madison.
54. This figure represents the expenditures of the Division of Recreation only.
55. This report covers facilities in East Greenbush, Clinton Heights, East Schodack and Nassau.
56. In addition to promoting activities on a county-wide basis, this Bureau served as a coordinating agency for local recreation programs in the county.
57. This report covers facilities in Athol Springs, Lakeview and Woodlawn.

58. This is the estimated population of the five towns.
59. Cedarhurst, Woodmere, Hewlett and Inwood are also served by this Commission.
60. This report covers facilities in Buchanan, Crugers, Oscawana and Verplanck.
61. This is the estimated population of the school district.
62. This figure does not include expenditures for maintaining the areas and facilities reported.
63. Many of the facilities reported by the Recreation Commission are on Park Department property.
64. This report covers facilities in Ardsley, Cortland, Harmon, Mt. Vernon, New Rochelle, Rye, Scarsdale, Tarrytown, White Plains and Yonkers.
65. This course is leased to a private group.
66. Forty-nine of these pools have a maximum depth of 3½ feet.
67. This report covers facilities in Bay Village, Cleveland and Fairview.
68. This report covers the Cain Park Outdoor Theatre.
69. This report also covers service in University Heights.
70. This course is operated by a private group.
71. This report also covers service in Glenwood.
72. The Recreation Board promotes a county-wide program and cooperates with local recreation agencies throughout the county.
73. This report covers facilities in Carmichaels and Crucible.
74. This report covers facilities in Hegins and Valley View.
75. This report covers facilities in La Belle, East Millsboro, Isabella, Hiller, Allison, Thompson No. 2, and Central.
76. This report covers facilities in Ross Township and West View Boro.
77. This report covers facilities in Allison, Brier Hill, Orient, Republic, Rowes Run and Thompson.
78. This report covers facilities in Pricedale, Webster and Van Meter.
79. This privately owned facility was operated for three weeks by the Lions Club.
80. This was an out-of-school program for boys of four townships.
81. This report covers facilities in Edwardsville, Forty Fort, Georgetown, Kingston, Larkville, Sugar Notch and Wilkes-Barre.
82. This report covers facilities in Kingston, Peace Dale, Wakefield and West Kingston.
83. This report covers facilities in Ninety Six and Ware Shoals.
84. Thirty-two of these are junior pools.
85. The recreation service in Texarkana is listed under Arkansas.
86. This report covers facilities in Draper, Magna, Midvale and Murray.
87. This report covers facilities in Bennington, North Bennington, Shaftsbury, Arlington,Pownal and Woodford.
88. This report covers facilities in Goochland, Othma and Sabot.
89. This report covers facilities in Sandston, Highland Springs, Longdale, Glen Echo and Laurel.
90. This report covers facilities in Kennydale, Orillia and Bryn Mawr.
91. This program centers around cruises and marine nature study.
92. This report covers facilities in Fairview, Kingmont, Baxter, Rivesville, Worthington, Barrackville and Mannington.
93. This report covers facilities in Morgantown, Osage, Cassville and Suncrest.
94. The Institute uses for much of its program facilities provided by the Park Commission.
95. This report covers facilities in Parkersburg, Vienna and Williamstown.
96. This figure represents the expenditures of the Recreation Department only.
97. This report covers facilities in Brown Deer, Cudahy, Milwaukee, South Milwaukee and other communities.

Services Made Available Through The National Recreation Association in 1948

5,729 different communities in every state of the Union, the District of Columbia, and 89 foreign cities received help and advice on their recreation problems through the Correspondence and Consultation Bureau.

1,441 cities were given requested service through the visits of field workers. Many cities were visited several times during the year.

139 cities were helped by three field workers in the development of adequate recreation programs for minority groups.

16,346 employed and volunteer leaders were given special training in recreation skills, methods and programs at the institutes held in over 162 cities in 26 states. The leaders who attended these institutes, conducted by the National Recreation Association workers, serve various racial groups.

47 cities received special field service in connection with their plans to develop and strengthen their service in arts and crafts. In 21 of these, special training institutes were conducted for employed and volunteer leaders.

48 states were helped with their state recreation problems and services. Four field workers, 3 full time and 1 part time, were assigned to help state government agencies active in recreation.

40 cities received the personal services of the Specialists on Recreation Areas and Facilities and Recreation Buildings.

12 community-wide appraisals of recreation administration, personnel and facilities were completed in 1948. In addition, 3 cities were serviced with limited studies for special purposes.

68 industrial plants were visited in 13 states by a special worker to help industries and municipal recreation departments meet the recreation needs of workers. 1,055 companies received periodical bulletins on industrial recreation problems and development.

3,000 cities, towns and villages participated in the 25th annual observance of National and International Music Week.

1,850 leaders in communities which do not have year-round programs received the 16 issues of the Summer Playground Notebook. 1948 was the sixth consecutive year for this service. This has helped to improve and extend playground service and to lead some of the cities to work actively for year-round recreation programs.

48 cities were assisted through personal visits by the Katherine F. Barker Memorial Field Secretary for Women and Girls. In 26 of these communities, training courses were conducted for local leaders, both paid and volunteer, many of them having responsibility for organizing and conducting recreation programs for women and girls.

7,299 recreation leaders and laymen interested in recreation received RECREATION, the monthly magazine of the movement.

2,916 individuals received the Bulletin Service issued by the Association. The Association's publications were more widely used in 1948 than ever before. A number of new publications were issued. Many of the Association's publications were revised and reissued.

1,000 delegates from 322 cities in 45 states and three foreign countries attended the 30th National Recreation Congress to exchange information and experience.

National Recreation Association
Incorporated

Financial Summary 1948

Balance, January 1, 1948		$ 15,322.75
Receipts		378,346.63
Contributions	$201,068.21	
Other	177,278.42	
Total		$393,669.38
Expenditures		367,533.53
Balance, December 31, 1948		$ 26,135.85

Endowment and Reserve Funds

Special Fund (Action of 1910)		$ 25,000.00
Lucy Tudor Hillyer Fund		5,000.00
Emil C. Bondy Fund		1,000.00
"In Memory of J. I. Lamprecht"		3,000.00
George L. Sands Fund		12,990.11
"In Memory of Barney May"		2,500.00
"In Memory of Waldo E. Forbes"		1,403.02
Ellen Mills Borne Fund		3,000.00
Frances Ross Poley Memorial Fund*		5,214.41
Other Gifts		175.00
C. H. T. Endowment Fund		500.00
Frances Mooney Fund		1,000.00
Sarah Newlin Fund		500.00
"In Memory of William Simes"		2,000.00
"In Memory of J. R., Jr."		250.00
Frances R. Morse Fund		2,000.00
Ella Van Peyma Fund		500.00
Nettie G. Naumburg Fund		2,000.00
"In Memory of William J. Matheson"		5,000.00
Alice B. P. Hannahs Fund		1,900.00
"In Memory of Alfred W. Heinsheimer"		5,000.00
"In Memory of Daniel Guggenheim"		1,000.00
Nellie L. Coleman Fund		100.00
Elizabeth B. Kelsey Fund		500.00
Sarah Fuller Smith Fund		3,000.00
Annie L. Sears Fund		2,000.00
John Markle Fund		50,000.00
Katherine G. Husband Fund		884.55
Leilla S. Kilbourne Fund		7,020.50
Ella Strong Denison Fund		200.00
Annie M. Lawrence Fund		961.38
Frederick McOwen Fund		1,000.00
Clarence M. Clark Fund		50,662.20
John G. Wartmann Fund		500.00
"In Memory of Seaman F. Northrup"	$750.00	
Received in 1948	250.00	
		1,000.00
"In Memory of Joseph Lee"		1,025.00
Henry Strong Denison Fund*		50,000.00
E M F Fund		500.00
Emergency Reserve Fund		155,000.00
Gain on Sale of Securities		9,059.39
Alexander Felman Fund		75.00
William Purcell Bickett Fund		17,208.52
"In Memory of Margaret Hazard Fisher"		1,100.00
Alice J. Shepley Fund		100.00
Ruel Crompton Tuttle Fund		1,007.52
Helen L. Jones Fund		504.50
Carolina B. McGeoch Fund		911.08
Caroline R. Reed Fund		2,685.19
"In Memory of Walter A. May"	$3,787.50	
Received in 1948	84.00	
		3,871.50
The Valentine Perry Snyder Fund		50.00
Catherine W. Faucon Fund		1,000.00
Grant Walker Fund**		125,721.00
Estate of Helen B. North		1,000.00
Mary F. Lanier Fund		100.00
Merry M. Dennis Fund		195.52
Estate of Mrs. J. Warner Fobes		2,042.83
"In Memory of Mrs. Adelbert Moot"		200.00
Estate of Charles M. Cox	$500.00	
Received in 1948	500.00	
		1,000.00
RECEIVED IN 1948		
"In Memory of Jeanne H. Barnes"		15.00
Hugh McK. Landon Fund		5,000.00
"In Memory of C. Parker Levis"		500.00
"In Memory of Abbie Condit"		183.00
"In Memory of Isis Campbell McKinney"		15.00
		$578,831.22

*Restricted.
**$50,000 of this fund is restricted.

National Recreation Association

Incorporated

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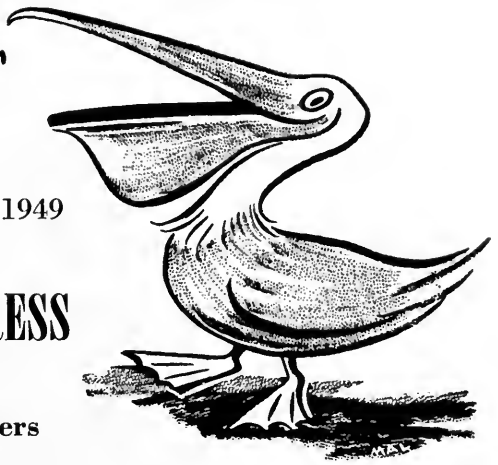

September 12-16, 1949

31st NATIONAL RECREATION CONGRESS

Thomas E. Rivers

THE ANNOUNCEMENT IN Omaha, last year, that the 31st National Recreation Congress would be held in New Orleans was greeted with cheers. Interest in visiting this, one of America's most picturesque cities, has continued to grow throughout the year. In addition to its old-world charm and exceptionally modern industrial development, New Orleans is building a community recreation program which is attracting attention throughout the country. An article about this is scheduled for publication in the August issue of RECREATION magazine.

The National Recreation Association has increased its promotion service in this area. Old programs are being expanded, new ones established. Because it is expected that the Congress will be a springboard for an expanded recreation program throughout the South, leaders from many community groups are planning to attend.

With all of this interest in mind, the Recreation Congress Committee began planning early in anticipation of one of the most successful recreation congresses ever held. Steps taken or plans underway include the following:

Special committees, which have been appointed to advise and help in the planning and conduct of various aspects of the Congress. Among these are the General Advisory Committee; Special Committee on Administrative Problems of Recreation Executives; Hospital Recreation Committee; Industrial Recreation Conference Committee.

Three day-long conferences, which will be featured on the opening day of the Congress, September 12—Administrative Problems of Recreation and Park Executives; Industrial Recreation Conference; Hospital Recreation Programs.

Monday's program will also feature an all-morning discussion of "How to Serve the Recreation Needs of Rural Areas and Small Communities."

Meetings of the American Recreation Society will be held on Saturday and Sunday prior to the opening of the regular sessions of the Congress.

Suggestions for group discussion at the Congress came from a great many sources and, after many conferences, a list of topics has been approved. As always, there will be opportunity for special meetings on topics not covered.

The New Orleans Committee has announced the following special events:

TOUR OF NEW ORLEANS—Tuesday afternoon. Three hours of viewing historic high spots and recreation developments of the city.

BREAKFAST UNDER THE OAKS — Wednesday morning. A never-to-be-forgotten experience of New Orleans' hospitality in superb City Park, a center of beauty and varied recreation opportunities.

CRUISING DOWN THE RIVER—Thursday—will be more than a song. A Congress high point. The entire afternoon will be given to this cruise on the Mississippi.

MARDI GRAS BALL—Thursday night. Delegates will participate in a real Mardi Gras Ball—one of the most characteristic expressions of the New Orleans festive spirit. Costumes will be provided.

All meetings, as well as the exhibits and the Mardi Gras Ball, will be held in the Municipal Auditorium.

Full information about hotels has been published in RECREATION and in a special folder, mailed widely. If you have not made arrangements for your hotel accommodations, you should do so immediately. Keep in mind that this year all room reservations must be made through the New Orleans Recreation Department, Room 205, City Hall, New Orleans 12.

You can save money on your transportation if you are an employee of a municipal, county or state government. The regular fifteen per cent tax does not apply. Exemption certificates can be obtained from offices of Collectors of Internal Revenue, Form 731, and must be presented when purchasing tickets.

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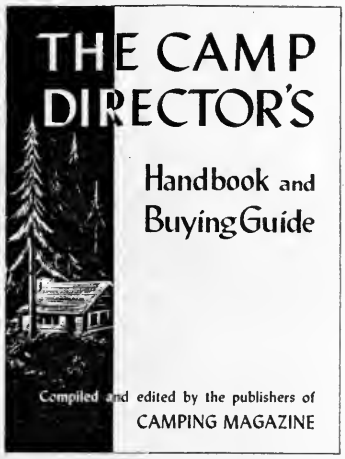

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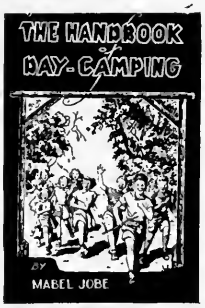

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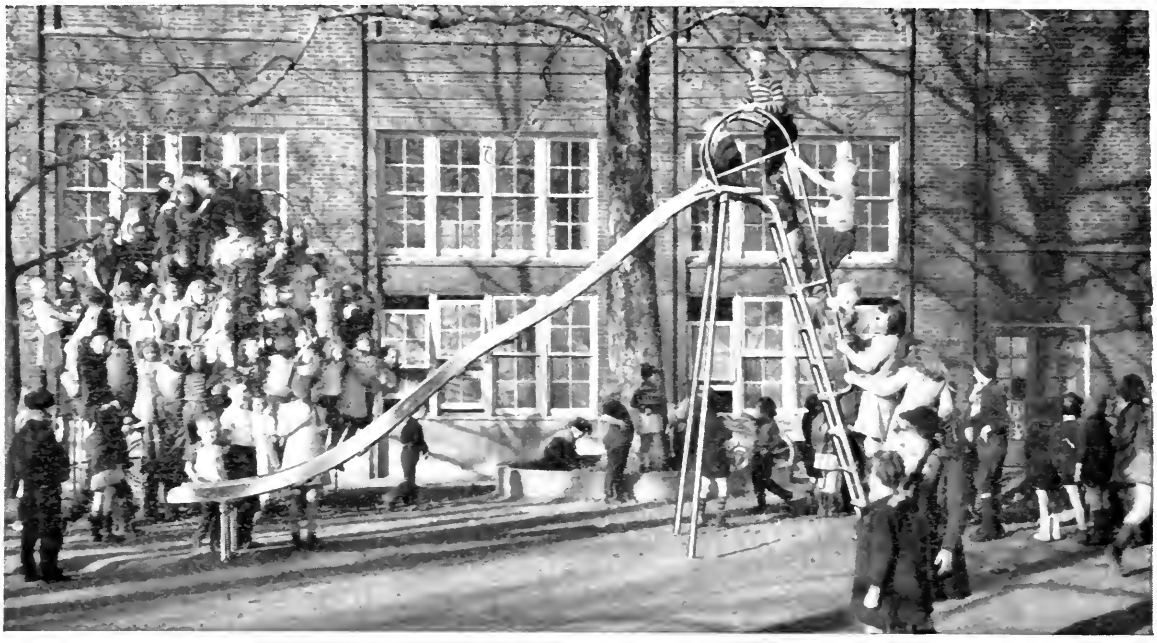

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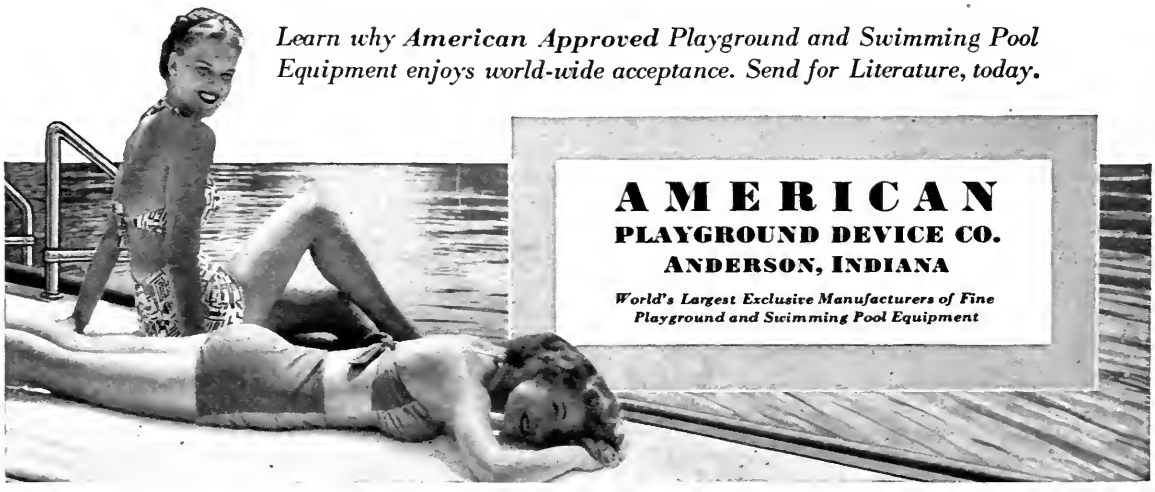
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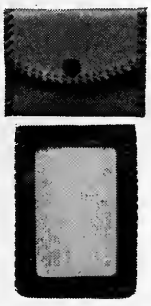

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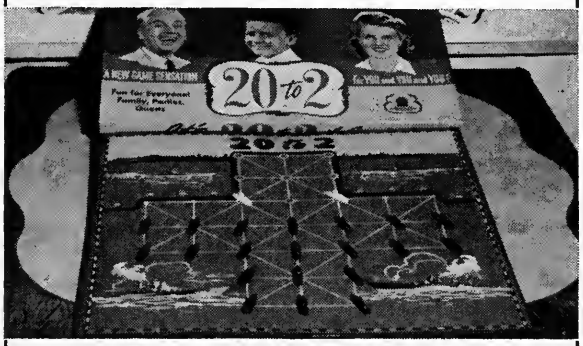

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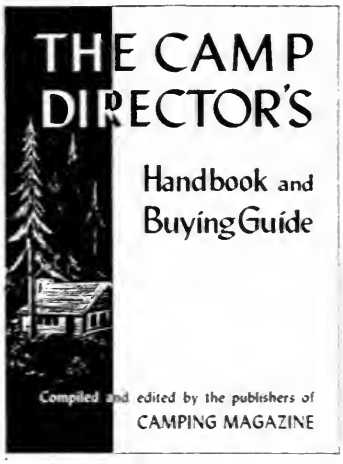

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Safety in Sports

By Don Cash Seaton. Prentice-Hall, Inc., New York. $6.00.

THIS IS A comprehensive treatment of the problem of safety in sports participation. It discusses the place of safety in sports, based on the general premise that safety attitudes should not be negative or static but positive, leading to a greater enjoyment of adventurous activity through the elimination of unnecessary risks. In addition to covering the role of proper administration and leadership, and safe facilities and equipment, the book gives specific safety suggestions for each of the more popular sports and competitive activities —from group games to football.

Social Work Year Book, 1949

Edited by Margaret B. Hodges. Russell Sage Foundation, 130 East 22 Street, New York. $4.50.

RECREATION, by Howard Braucher, is one of the seventy-nine topical articles included in this, the tenth issue of the *Social Work Year Book*. Other articles in related fields, describing organized programs and activities, rather than agency programs, include ADULT EDUCATION, THE AGED, BOYS' AND GIRLS' WORK CAMPING, HOUSING AND CITY PLANNING, JUVENILE BEHAVIOR PROBLEMS, MENTAL HYGIENE, SETTLEMENTS AND NEIGHBORHOOD HOUSES, and VOLUNTEERS.

Part II of the book is devoted to directories of 546 governmental and non-governmental international and national agencies operating in or related to the fields of activities covered by the topical articles. This Year Book is an invaluable reference work for leaders in recreation and other social services.

What's Doing in 1949

By M. B. Schnapper. Public Affairs Press, Washington, D. C. $2.00.

A VALUABLE HANDBOOK for all recreation leaders, this new type of almanac is a guide to events in the year ahead, listing them chronologically and categorically. It includes information about such things as national weeks, historical anniversaries, festivals, celebrations, concerts, state fairs, sports competitions, the opening of the fishing season in various states, conventions, American and foreign holidays.

Complete Introduction to Photography

By J. Harris Gable. Harper and Brothers, New York. $3.50.

THIS BOOK OF 270 pages contains an amazing amount of practical information for the photographic hobbyist. It will be popular with beginners because it carefully avoids the use of highly technical terms, and will appeal to seasoned photographers because of the characteristic reflected by that first word in the title.

In Part I the reader acquires a fundamental understanding of the theory of photography, the functions and characteristics of lens. He learns about different kinds of cameras, the uses of the many film types of the day, filters and other accessories that contribute so largely to the happiness of the photographer after he begins to feel at home in his hobby.

Part II discusses the fascinating art of picture making from every angle. Composition, lighting, outdoor and indoor subjects, portraiture are considered in detail. To whet the imagination of the reader, a great variety of picture subjects is listed with a brief discussion of the requirements for

each. There is a chapter on special methods of picture taking, such as photomacrography, table top and trick photography, and one on movies.

Part III deals with the dark room and all its equipment and processes, has separate chapters on color prints and on the requirements of photographic exhibitions and salons, while Part IV is a concise laboratory manual containing an exceedingly practical consideration of the chemical side of photographic development and printing. The book contains sixty-four descriptive line cuts and thirty-seven photographic illustrations, which are referred to effectively throughout the text.

GEORGE A. NESBITT,
National Recreation Association.

Liability in Public Recreation

By D. B. Dyer and J. G. Lichtig. C. C. Nelson Publishing Company, Appleton, Wisconsin. $3.00.

"IS A CITY liable for personal injury and property damage resulting from the conduct of its public recreation program? If so, why? And under what circumstances?" These are typical of the questions asked by cities considering the establishment of recreation services. They are important questions, and *Liability in Public Recreation* answers many of them.

This book defines liability and cites court cases which show the extent of liability in different states. The special conditions which arise from levying fees and charges are discussed, as well as the important effect of safe conditions, maintenance of a nuisance and supervision on the attitude of the courts. It is a welcome addition to the library of the recreation worker.

The Dictionary of Sports

Edited and compiled by Parke Cummings. A. S. Barnes and Company, New York. $7.50.

IF YOU WRITE, read or talk about sports, you will be interested in this mammoth guide to sports terminology. It contains more than 9,000 terms—arranged in alphabetical order—with complete definitions of each, many of which do not appear in any standard dictionary.

An unusual appendix lists terms classified by sport, gives box-scores, tournament procedure, summaries and charts. Cross-indexing and 120 specially prepared illustrations of equipment and officials' signals also add to the usefulness of this work.

The Puppet Theatre in America—A History: 1524 to Now

By Paul McPharlin. Harper and Brothers, New York. $6.00.

THIS BOOK IS a fitting memorial to Paul McPharlin, who died in September 1948, while it was in press. Puppeteer and author, his plays, magazine articles and books have had tremendous influence in this field of the arts. This history, the first that has been written on the subject, is a beautiful and fascinating book, worthy of any library. It will be of tremendous interest to lovers of the theatre, puppetry, or folk-lore.

Beginning with Cortes, who brought a puppeteer with him in his personal retinue, Mr. McPharlin traces puppetry in America down through the years. In doing so, interesting historical material, reflecting the social life of our country and our theatrical development, has been brought to life. The book continues to the present time, showing the uses of puppetry today in recreation, in therapy, in fund raising, and in advertising. The last chapter contains an eighty-seven page list of puppeteers in America, from 1524 to date.

Bird Hiking

By Leon Augustus Hausman. Rutgers University Press, New Brunswick, New Jersey. $2.00.

TO THOSE OF us who, for one reason or another, have become fascinated by birds, Mr. Hausman needs no introduction. His *Field Book of Eastern Birds* and his *Beginners' Bird Guide* are as standard equipment as binoculars!

To those who have not had the pleasure of reading any of Mr. Hausman's books, this would be a fine beginning—and there's no doubt that another bird enthusiast will thus be added to the ever-growing list. The chatty, informal style, the real tang of country lanes, and the down-to-earth suggestions in this book will see to that.

Directory of Hobbies

By Charles B. Amrich. Amrich Press, Bridgeport, Connecticut. $1.00.

HOBBYISTS, YOU WILL want to have one! This pamphlet contains a list of hobbyists, and their addresses, who are interested in swapping, trading, corresponding; lists of antique dealers, government philatelic agencies, hobby clubs, free hobby books, booklets, pamphlets, hobby magazines and publications; and a section of general hobby information.

The Buyers' Guide

Check list of advertisers using RECREATION from May 1948 through June 1949

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Universal Handicrafts Service
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Association Press
347 Madison Avenue, New York, N. Y.

C. C. Birchard and Co.
285 Columbus Avenue, Boston, Mass.

D. C. Heath and Co.
285 Columbus Avenue, Boston, Mass.

Manual Arts Press
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To Readers of RECREATION:

We are bringing to the attention of our readers the names of the advertisers who, during the last year, have taken space in the pages of the magazine, thus helping to provide the financial support which has made it possible to make RECREATION more effective. We believe our readers will wish to show their appreciation of this service by turning to these advertisers as need arises for the products they have to offer.

Do not neglect to read the advertisements appearing in RECREATION. They can be of practical help to you.

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2019 North Keystone Avenue, Chicago, Ill.

THE TWENTY-SEVENTH YEARBOOK of the Department of Elementary School Principals, National Education Association, for the year 1948 has a quotation from an advertising letter which is put in to encourage school principals, but it might also contain equal encouragement for the directors of municipal recreation centers. The statement is as follows:

"Someone taught Euclid to Einstein.

"Someone assigned homework in American history to George C. Marshall . . . someone picked a girl named Katharine Cornell for the role of Juliet in the senior play.

"And perhaps today someone is teaching a boy who will discover the miracle-drug to postpone old age . . . or a girl in whose head the first television opera is already born . . . or two brothers destined to sit at the ultimate peace table.

"Although only a few men and women in any generation will achieve that kind of fame, it is an American ideal that all our young people should be given the kind of schooling from which great ideas may germinate, great minds may flower, and good citizens may be grown.

"Meanwhile so much depends on you.

"For it is the *teacher* who must create the real awareness of the world's essential needs—it is the *teacher* who must demonstrate where we are progressing, or losing ground on the steep climb upward."

Recreation Training Institutes

June and July, 1949

HELEN DAUNCEY Social Recreation	Sioux City, Iowa June 6-7	Miss Cora Thayer, Acting Director, Recreation Department, Board of Education Building.
	Dubuque, Iowa June 9-10	Mrs. Hylda N. Luke, Superintendent of Recreation.
	Decatur, Illinois June 13-17	Russell J. Foval, Superintendent of Recreation, Playground and Recreation Board, 243 S. Water Street.
	Watertown, New York June 22-24	Miss Lucille Rooney, Assistant Superintendent of Recreation, Recreation Department.
	New Britain, Connecticut June 27-29	Joseph Hergstrom, Superintendent of Recreation, Municipal Recreation, 327 City Hall.
	Meriden, Connecticut June 30, July 1	Miss Anne E. Sands, Secretary, Recreation Commission, 64 Lincoln Street.
RUTH EHLERS Social Recreation	Lexington, Kentucky June 6-10	Miss Anna S. Pherigo, Executive Director, Board of Park Commissioners, Gratz Park.
	Washington, D. C. June 15-17	Miss Gertrude L. Warren, Organization of 4-H Club Work, U. S. Department of Agriculture. (National 4-H Club Camp.)
	Shepherdstown, West Virginia June 21-24	Oliver S. Ikenberry, President, Shepherd College.
	Westchester County, New York June 29-July 1	Miss Vivian O. Wills, Westchester County Recreation Commission, County Office Building, White Plains, New York.
ANNE LIVINGSTON Social Recreation	Cody, Wyoming June 6-9	Dr. Raymond Howe.
	Toledo, Ohio June 13-17	Arthur O. Morse, Supervisor of Recreation, Department of Public Welfare, 214-18 Safety Building.
	Rochester, New York June 19-24	O. W. Kuolt, General Secretary, Council of Social Agencies, Inc., 70 North Water Street.
	Blacksburg, Virginia June 27-July 1	Miss Hallie L. Hughes, State Girls' 4-H Club Agent, Extension Service. (State 4-H Club Week.)
GRACE WALKER Creative Recreation	Havre, Montana June 6-24	Mrs. Mildred K. Stoltz, Director of Education, Montana Farmers Union, Box 2089, Great Falls.
FRANK STAPLES Arts and Crafts	Toledo, Ohio June 13-17	Arthur O. Morse, Supervisor of Recreation, Department of Public Welfare, 214-18 Safety Building.
	Waukegan, Illinois June 20-24	Bevier Butts, Recreation Director, Playground and Recreation Board, 103 S. Sheridan Road.
	Schenectady, New York June 27-29	William F. Eddy, Superintendent of Parks and Recreation.
	Amsterdam, New York July 5-8	Alex P. Isabel, Recreation Commission.

Several members of the National Recreation Association training staff will participate in the Recreation Workshop at Hampton Institute, July 11-August 19, 1949. James A. Madison is coordinator for the full period. Miss Grace Walker will teach for two weeks, E. T. Attwell for at least one week, and one of the social recreation leaders will be on the staff for one week. For further information, write to Dr. W. M. Cooper, Hampton Institute, Hampton, Virginia.

Game-time

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Whenever you want the best in recreational equipment — sturdy, all welded apparatus that's easy to install, requires minimum maintenance and is safe for young children — you will be sure of getting it at Game-time. Designed by professional recreation consultants, Game-time equipment is modern and up-to-date, constructed to provide maximum child development with minimum hazard. Each new design is thoroughly tested in hundreds of hours of actual playtime before it is offered to the profession.

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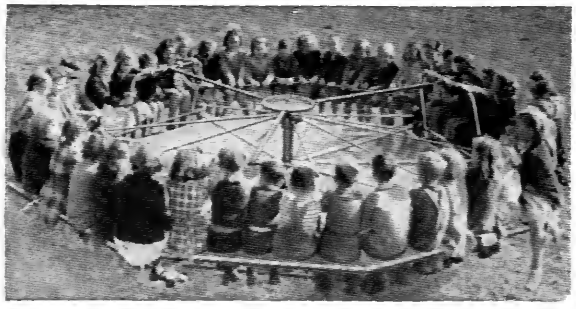
PULL-A-WAY—Will carry 50-60 children. Factory pre-assembled in welded sectional units for quick installation at the playground.



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Recreation

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JULY, 1949

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on the Cover ➔ "Unto us is the beautiful given, unto all of us and to the strangers within our gates forever and forever." — Howard Braucher.

Photograph by Moulin Studios, San Francisco, California.

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Recreation

JULY 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

Recreation and the Individual

HAPPINESS DEPENDS FIRST on what is inside the individual.

No amount of external things, of happy activity around one, will produce happiness if the inside is full of poison. Of course the things about, the joy in comrades, the normal fine activity can help greatly.

An important task, however, of the recreation leader at the neighborhood center, of the church recreation leader, of the parent is to help the child, the youth, the young man, the young woman develop inner resources for living.

We are happy to announce that because Howard Braucher had prepared several editorials in advance, it will be possible to continue their appearance in the next few issues of RECREATION.

One person has a thousand things going on inside all the time, a thousand things waiting to be done—books to be read, songs to be sung, music to be played, birds to be seen, stars to be looked up at. One person has no end of things waiting for a moment of free time, waiting to be tried out. Another person squats and becomes a vegetable, or clumps along out-of-doors seeing nothing, thinking nothing, feeling nothing—oblivious of the beauty all about, of the wealth of satisfactions just waiting to be taken. Life is barren because the switch is not turned within.

Let there be light and life and joy within, and no more is there darkness, heaviness, dreariness, futility.

There must be, in modern times with modern conditions, recreation in the park, recreation in the school, recreation in the church, recreation in the neighborhood center, recreation in the home—but all this is not enough; all this is partial failure unless there is also the spirit of recreation within the individual.

And here is a major skill the recreation leader needs to acquire — helping, through all his program of music and drama and art and nature and sport, the individual to establish abundant living within himself, so that the individual will not seem dull to himself but will be a good companion. Each man must be helped to have the makings of the good life, of permanently satisfying life right within himself.

There is need also of the quality of outgoingness. There is never the same strength, joy, growth except as there is this quality. The child or person who stays all within himself misses more than half of life.

Nor music, nor drama, nor nature, nor sport contains half its pleasure unless it is shared with the right person—the right wife, the right comrades.

Our main job is the development of inner capacity for enjoying and expressing music, drama, art; creating the power to enjoy and to do in leisure. In athletics inner capacity, as well as outer strength and skill is needed. Once that capacity exists, few hours are long; time never drags heavily; there are always thousands of things waiting to be done, and the whole world is enriched by that amount.

HOWARD BRAUCHER

Howard Braucher—as we knew him.

A special, memorial supplement of RECREATION, affectionately planned as a tribute to Howard Braucher and his work, will be mailed to you within the next few weeks.

Public Recreation—A Community Must

Pertinent facts which should be helpful to those promoting interest in new recreation programs or planning to address groups on the subject of community recreation.

James E. Rogers

MILLIONS OF DOLLARS are being spent from tax funds for recreation because the public now recognizes that it is a fundamental human need. Recreation is on the march. There is recreational progress and growth at all levels of government—federal, regional, state, county, district, city and rural. People now realize that public recreation is essential to the American way of life.

Three concepts, now recognized by all, are that:

1. Public recreation is a fundamental, as basic as are public health, public education and public welfare.

2. Recreation is a function of government, as important as is sanitation or safety.

3. Recreation is a public service that must be supported through taxes.

The YEAR BOOK of the National Recreation Association shows a steady growth in the number of communities that have established a municipal recreation department with a year-round program, an adequate budget and professional leadership. It is estimated that there are now approximately 3,000 American communities, large and small, that conduct such a program. Countless others have summer playgrounds and winter indoor centers. The use of schools is increasing, for they have become community plants for recreation.

Programs are becoming better and broader in scope. A good program meets the following criteria:

1. *It is year-round,* operating not just for summer or winter, but for the four seasons.

2. *It is for everyone,* all groups and all ages—children, youth, young people, adults and elderly.

3. *It includes everything* that interests people in their leisure time—not only physical recreation through sports and athletics, but art, handcraft, music, drama, nature lore, social recreation, camping, water recreation and so on.

4. *It operates everywhere,* using all the community areas and facilities. It mobilizes and utilizes all community resources — playgrounds, parks, schools, churches, homes, industries.

Progress in these four essentials is being made throughout the country.

In the fields of organization and administration for public recreation there is steady improvement:

1. Recreation boards or commissions are being created rapidly. It is accepted that recreation is a public service that is an entity, has an identity of its own and must be a unit of government on its own right.

2. Adequate areas and facilities are being established; national standards are being recognized by public authorities; communities are doing long-range planning.

3. Ample budgets are becoming slowly but gradually the rule. National standards have been accepted in many places.

4. Trained, experienced and competent leadership is now a necessity for the operation of a successful program. Civil service projects more and more are using the national standards. Public officials are demanding professionally prepared recreation leaders.

The recognition that recreation is a profession with a philosophy, a psychology, a program and a methodology of its own is soon to be realized everywhere. Further recognition will come when the people further realize its significant contribution to the American way of life, and when recreation leaders produce the programs of services that will merit increased budgets.

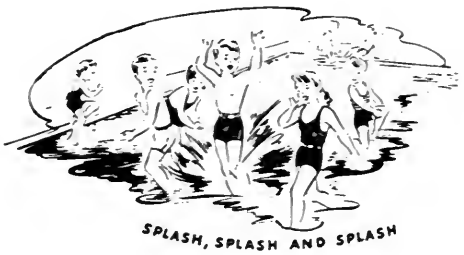
We must perfect our organization and adminis-

Mr. Rogers, recently retired from the National Recreation Association, gave many years to outstanding work in recreation field. (*See* RECREATION, *May* 1949.)

tration techniques. We must provide adequate facilities; we must justify ample budgets and we must upgrade our professional leadership standards. We must improve our public relations and cooperate with all groups in the development of an effective community recreation program that serves all the people, young and old, through the year. People must see that recreation is a must for adequate personal and community living. American communities must be made good places in which both to work and to live. Modern living makes recreation a public imperative.

Play and the Child

Play, to the child, is the gaining of life; recreation, to the adult, is the renewal of life. It is through play that children prepare themselves for life. Play is nature's great educator and modern educational methods were largely founded on Rousseau, Froebel, Pesstalozzi and Stanley Hall—all of whom realized that play is a powerful drive for good if properly directed, and for bad if perverted. Through progressive programs of games, sports and spare-time activities of all kinds, the child gains strength, courage, coordination, health, character and habits of ethical doing and thinking.



As a child plays, so he becomes. As healthy play makes for health, character and good citizenship, so wrong kind of playing leads to mischief, delinquency, ill health and vice. The adage, "The boy without a playground is father of the man without a job," means that uncontrolled street play equals shiftless play, which equals shiftless habits —hence a shiftless character ending in a shiftless man. Rather playgrounds than courts or jails. "God gave the child the instinct to play, man must provide the playground."

Self Experience for Young People

"Wholesome amusement alone will stifle the lust of vice," wisely said Jane Addams. Our young people, especially those who work, must have healthful, active sports and games provided for them. The machine age has made it impossible for the worker to find self-expression in his work. The community must provide opportunity through social recreation centers. Schools, churches and recreation centers must be used the year-round to full capacity.

Young folks full of energy, spirit and interest must have an outlet in the right direction, or communities, families, individuals will suffer the consequences. The community that gives the boy the commercialized pool room and the girl the dance hall, to meet this natural craving and need for social recreation, often must endure the results—crime, vice and disorders. The community is responsible because, unfortunately, the average town too frequently makes it difficult for young people to do right and easy to do wrong, whereas the reverse should be true. Again it is nature asserting itself through its natural outlets.

Wholesome provision must be made for young men and women to meet in social gatherings and to have opportunities for vigorous, active, healthful outdoor and indoor activities of all kinds. Youth is full of life, and the young man and young woman are interested in each other. Unfortunately, commercialized amusements seem to occupy their precious spare hours, largely because the average community makes no provision for them. As Elbert Hubbard says, "God made the country; man, the city; and the devil, the small town." Just as children must play by the dictation of nature's wise commands, so youth demands, as a balanced ration of sane living, active sports and interests to keep them healthy and occupied during the age of sex interest.

The Adult and the Art of Living

"We do not stop playing because we are old; we grow old because we stop playing," as Joseph Lee used to say. Thus, clean recreation is a necessary part of the art of living for the adult. Under modern living conditions it is more and more necessary that adults participate in active games, sports and social recreation. It is part of the balanced ration of life. Nature ordains it if we are to live happily, actively and well. Much of the breakage and wreckage of life comes from the abuse and misuse of the spare time or play time. Recreation can be either *WREC-reation* or *RE-creation.*

The test of a nation's civilization is determined by how people use their leisure time, not their hours of labor. Education for leisure today becomes as important as education for labor. Avocational education is as necessary as vocational education. In this age of speed, stress and strain, people must have interesting hobbies and absorbing

pastimes. The new day of twenty-four hours can be roughly divided into three parts—eight hours of work, eight of sleep, and eight of free time. This is true when we remember that night has been turned into day by electric light. The automatic machine has taken some of the fatigue from eight hours of work. The "modern efficiency expert" has speeded production, however, so we work under strenuous tension.

YOUR MOVE

Self-expression can no longer be found in work as in the old crafts and guilds, but must be found outside of work in the community during free hours. The old shoemaker was laborer, artisan and artist; he designed, planned and made the complete boot and had the satisfaction of creation and of the completion of a project. The average factory worker is defeated by the assembly line and the machine so he seeks fulfillment not in his work, but in his community. Today, labor must have a program for the wise use of its leisure.

America Needs Leadership

The greatest need in America today is for leadership in the proper use of leisure time. Free time is time won from labor for the development of finer living. But the wrong use of this opportunity may mean worry, nervous disorders and social ills. Our children must have a normal play life if they are to grow to be normal men and women. Young people must be given places where they can meet and participate in healthy leisure-time pursuits. Older folks must continue their recreational interests if they are to keep young and fit.

We must learn to use our free time profitably as a *re-creational* process. Trained leaders must introduce us to new pursuits, new "carry-over" activities which can become a part of our daily living. Young and old alike must play, for it is the law of life and well-being.

Main Objective

Community provision of opportunities for year-round recreation for all the people means adequate facilities; a responsible governmental board or committee; an ample budget; qualified trained year-round leadership. Public provision for a municipal recreation department should include the mobilization of all possible indoor and outdoor recreation facilities. A community-wide recreation program cooperates with all public and private agencies for a maximum all-out effort.

An effective public recreation department, in addition to administering its own play areas and centers, also serves all groups—schools, churches, industries, boys' and girls' clubs, and all organizations. It plans and promotes activities in broad, balanced programs—games, sports, arts, crafts, music, drama, social recreation, nature lore, picnics, hobbies—and in all the vast range of human recreation interests. It cooperates in the celebration of community holidays and events. In brief, a recreation department acts as a community clearing house and service center for the organization of opportunities for the full-time use of the leisure life of all the people.

Ten types of recreation activities which everyone should have a chance to enjoy are those offering opportunities for:

1. The developing of life-long hobbies and interests.
2. The cultivation of the habit and the pleasure of reading good books.
3. The pursuit of the joys of outdoor living—through camping, hiking, gardening, nature lore, and so on.
4. Exposure to rhythm in all its forms—music, dancing, singing, poetry.
5. The development of an appreciation of the arts.
6. The development of skills that give satisfaction—not only in sports but in crafts.
7. The pleasures of social recreation.
8. The enjoyment of sports that promote sportsmanship.
9. The pleasures that come through water recreation.
10. The acquiring of the habit of rest, relaxation and meditation.

The purpose of this article is primarily to present the basic concept that recreation is an essential human need for an efficient and abundant life and that the public provision for community recreation is a fundamental necessity of government; that, to the individual, recreation is an ingredient in a balanced ration of living and, to the community, public recreation is a service as fundamental as public works or public safety.

I remember the serenity of twilight that came down from the hills . . .

A Counselor's Quest*

Alice Gibson Heap

CAN WE GIVE to the minds of children memories so dear that they will unconsciously cherish them? Will our efforts tuck away these little events that will return, like the flash of northern lights, to illumine the far-away horizon of grown-up days? We may never be able to measure them as one measures such material things as profits and sales and crops. Perhaps, though, we'll find that we have created the very cornerstone of character, and the achievement of living and enjoying life.

Someone gave them to me. These long ago touches of beauty come bubbling to my mind—the understanding eyes of some adult; the lingering fragrance of ripening apples when the sun lay warm by the orchard swing. Freedom still means the trembling feel of the small wild rabbit that fled from the buckwheat cradle and then was caught in the new mown field. Meditation is now a synonym for the serenity of twilight that came down from the hills, a touch of dew, or the flush of dawn. Adventure has become a galloping horse with a swish of rain soft against my face. Friendship is a symbol of a companion who walks silently and shares the stars. Out of my treasure chest they come to me, these ever-guiding trail signs that were blazed in the quietness of a country road.

So I went forth to camp, and here is a picture of my house in the woods: Cecil lights a candle in the house of "Wendy." Bobby is sewing in the big armchair. Monique and Ruthie pillow their heads on the little black scottie; firelight makes jet and gold of their hair. Arline reads softly to Anita. Elaine walks a puppet across the floor. Shirley and the sunset linger on the sleeping porch; the nurse and the breeze stand at the old Dutch door. There are suppressed giggles from eight little beds until a bugle challenges and the night is still.

Once my tent had a hearthstone with the skin of a great sprawling bear sleeping quietly upon the dirt packed floor. The fagots carried down from the mountain perhaps have kindled a few campfires in the valleys. The smoke drifts back as I speculate.

Our wild and beautiful hills have upon them the shadow of civilization. Today we have neither pioneers nor new lands, but we have abundant leisure for strange adventures of the soul. So we build our tinder fires, and the forces of the mind fan them into a blaze of color. They are like a blue crane flying toward a patch of sunset on a distant mountain. Only the flutter of his wings separates the colors spreading so rapidly across the sky. Some thoughts, like the fern, are not en-

Author is fifth grade teacher, Moses School, Knoxville.

We build a campfire. How small is the world, how vast is the dark—

*Condensed from The National Elementary Principal.

dowed with blossoms; there is no wafting fragrance to draw people into the shady dell. Yet the fern has found its place in gardens and gives your bouquet its decorative touch. Often thoughts have the strength of a rock that the fire does not burn nor the waters wash away in the flood. The usefulness of these rocks is manifold: they may build a road or, in a stone mason's hands, they may form a chimney for an open fire, along with a friendship that the fire's warmth brings forth.

When the first dark of evening becomes a part of the meadow, like the soft folds of a blanket upon the shoulders of a tired person, we ponder on the values of camp.

The majority of our counselors are either from the ranks of teachers on vacation or from college students learning the trade. The techniques of both organized and primitive camping have been well-developed from the standpoint of activity and of safety. The crying need is for fathers and mothers to share the outdoor world with the children. Parents need to be drawn into training courses for these adventures. Family groups are ideal for covered wagon trips. Brothers and sisters should study together the magic of a tide pool. In all seasons of the year, children should tread the self same woodland trail, to build into their vision all the mysterious cycle of growing things, so that no day is ever quite the same. Such a trail is the most vivid nature book that any child may read.

Perhaps it would be wise to put the shoulder to the wheel by sponsoring camps of the already established character-building agencies. Stress the importance of camping to parents. Encourage children to save for camp registration. Invite a country school to hold an all-day assembly in a large city school. Plan a day camp rally for urban youngsters on the spacious grounds of some rural school.

How big is our yard! How small is the world! We build a campfire on the concrete walk in a huge coal shovel that lost its handle in useful work. A homemade tent slung on a rope between shade trees sets the stage of events for those who eat popcorn on the front steps. How near are our homes! How distant seem the streets! Ten-year-old hikers arrive with pillowcase duffels and blanket rolls to camp for the night in a backyard cabin. How cozy is our lantern! How vast is the dark! Within the circle of light children are arranging homemade sleeping bags and drawing straws for the uppers of the double deck bunks. There's a fire in a laundry stove, and a drum-like oven inserted in the pipe. After frying hamburgers and toasting buns we pull up our nail keg stools, painted with nautical designs, and drink cocoa from bright tin cans. Stars shine. There are always new shapes of clouds, whether our trail leads to the far-off mountains or to someone's small back yard.

Camping is a challenge, but reading is still a number one national problem. Colored movies bring the out-of-doors into natural science classes. Instead of primitive camping we may need a long hike in blackboard sums, or the reading of alphabetical signs instead of those made of bent twigs or piled up rocks.

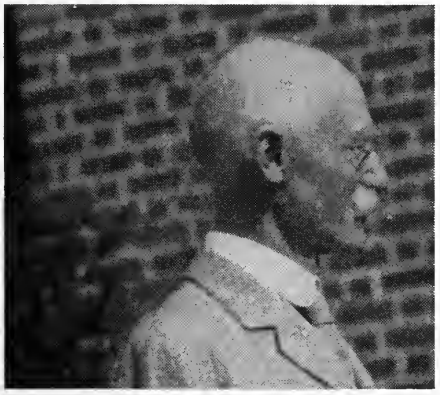
In spite of the apparent lack of proficiency in the three R's, our children should acquire the skills of swimming and boating, whether it be in concrete pools or in natural settings. Camping, like the subjects in school, is learned gradually and in simple progressive steps. Boys and girls need to learn lessons by starting a fire from wet wood in a driving rain, by eating a meal of their own cooking, by identifying a bird call, and by listening to the wind in the pines. They need the friendship and security of counselors who work with small groups. Two public school class rolls are usually bigger than the average organized camp. The staff of a small camp will usually outstrip that of a large school. We can't have it otherwise unless we have military regimes or play orphan asylum. Camp sites are expensive; their upkeep is greater. They should be used all year. A large number of teachers have never seen their children in informal situations.

We can't ignore the definite need of children for the educational thrill of camping. The PTA can train parents. The public schools can sponsor heavily what we already have in established camps. A few public schools are experimenting with their own camps. They may draft a pattern for the future.

What is the future? A curve in the road, pitching a tent, and a shifting of the load. What is happiness? A friend on the trail, climbing a mountain, or hoisting a sail. What is achievement? Contentment of mind, creating something from whatever we find.

"The summer camp is an American institution. It is a constructive force at work with children. Most camps have plenty of sunshine, forests and fields. Some camps direct their energies toward satisfying activities and explanatory thinking . . . cultivate leisure-time talents. Any investment for your child is worthy of critical analysis and intelligent judgment."—*William G. Vinal.*

Joseph Lee's Own List of Play Facilities



JOSEPH LEE LOVED to write of the days when he was a boy and a member of a group of young people known as "the crowd." First there were a half-dozen boys who always played together. Later girls were added. Out of his vivid memories of a happy childhood, he himself made up the following list of play facilities so vigorously enjoyed by the crowd.

One ocean fitted with islands, fish, boats, reefs, eel grass and other hazards. Several beaches, one of them adapted to prisoners' base.

A cow pasture and other play fields.

Winter and summer woods, climbing-trees (one fitted with ropes).

A marsh with a brook containing trout, navigable at high tide, good for jumping with or without a leaping pole and excellent for making dams.

Ponds to skate on, also a flooded marsh running far in among the trees.

The stars, moon and sunsets appurtenant to these.

Coasts, both cross country and in streets duly furnished with pungs, sleighs and a considerable number of funerals to turn out for.

One theatre.

Pianos and violins.

Several barns with horses, cows, pigs and the smells appropriate thereto.

Add uncles who acted plays, sketched, read Shakespeare and other people aloud, sang, and did other interesting stunts.

And one remarkable and sporting grandmother.

He said, "My play experience was a very fortunate and happy one. To us, in Brookline, in those days, skating and coasting were pursued with great joy, some danger, and religious fervor, especially coasting on the crust or skating on the flooded marshes in the woods by moonlight. In the summer, at Beverly Farms, there were cat-boat trips, teanics' on Misery and the other islands, and infinite games of Hy-spi, Robbers and Policemen or Prisoners' Base in the woods or on the beach.

"I was captain of two almost uniformly unsuccessful football teams in those happy early days of Rugby, when the game was controlled by the players, not the coach."

Joseph Lee was interested in play for *everyone,* for adults as well as for children. We all are familiar with his often repeated statements, "We do not cease playing because we are old; we grow old because we cease playing"; "The age to learn to dance is whatever age you happen to be"; and so on. Let us not forget, too, that, included in his tremendous contributions to the play life of our country, his contribution to the morale and well-being of the armed forces, through the War Camp Community Service during the first World War, was such that he was awarded the Distinguished Service Medal.

It is to be hoped, therefore, that programs for all observances of Joseph Lee Day—or Joseph Lee Week, as the case may be—will include as many adults as possible, not only as spectators but as participants.

"What we must aim at is to liberate the community's urge to play," he said, "so that each individual finds satisfaction for his needs of hunting, fighting, teamwork, creation, and understanding. Work—economic independence—is one condition of an individual's self-respect and happiness, but only half of it; the man who has only work and no play has only half of him alive."

Cooperation is the Watchword

Albert West

COOPERATION IS ONE of the most over-worked words in the language, but there is no other word to describe the phenomenal success of the Quineboquin Camping Club. The club, with which many of you have become familiar through the pages of RECREATION, was started in 1945 as a demonstration to prove that unused natural recreation resources could be utilized to provide adventure for city-pent adolescents.

Shows how one private citizen can successfully call upon the cooperation of a community to establish a program of adventure and recreation for local young folks.

Joseph Lee, now Boston Park Commissioner, showed the way several years earlier by organizing his wonderful sailing program in the basin of the lovely Charles River. Our own project features camping via canoe on its upper reaches. Called Quineboquin by the early Algonquins, which means the river that bends on itself, this magnificent stream winds its way through incredibly beautiful woodlands for over one hundred miles.

The boys of Quineboquin Club go on long camping trips, which take a week or more, and on short ones which require but a week-end. In either case, they sleep in the deep woods under the pines, where they enjoy the never-to-be forgotten thrill and companionship of a campfire. Our equipment has grown from two canoes and an abandoned boat house to a fleet of over thirty canoes, and six rowboats.

I should like to point out here that utilization of local resources in any recreation program is necessarily dependent upon the good will and cooperation of local folks. Where the welfare of local young people is involved, this is especially easy to obtain, provided you are equipped with plenty of enthusiasm and belief in your project. Among those whom you approach many, who are not parents themselves, can remember the days of their own youth. Of course, publicity, personal contacts, interpretation and the like are very necessary.

Our principal support comes from the Michael Francis Cahill Fund, given to the City of Boston by one of many generous donors for "new and special recreation." In the beginning we faced the fact that if we were to survive we would have to tap sources of support and help heretofore untouched.

We started with the Boston Police Department, persuading the commissioner to house the police patrol boat at our boat house in West Roxbury. Police Captain James F. O'Neil, who "has not forgotten what it feels like to be small," assigned Cape Cod born Otis H. Nickerson and George V. Scanlon, of South Boston, to this duty. It is hard to imagine two more diverse personalities—yet they work together as an amazing team. It is amusing to watch the boys vacillate in their affection for these men and marvelous, indeed, to see the respect in which they hold them. They have made a profound contribution to the lives and futures of these boys, and create a ton of good will for the police department, in addition to doing a good day's work.

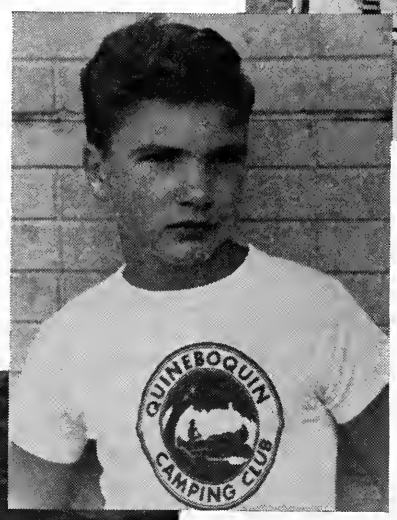
The Court House Commissioners were approached next, and they were convinced that the taxpayers would prefer them to "loan" unused furniture to a project such as ours rather than to consign it to dry rot by non-use. Enormous tables, which in years past were used by Massachusetts juries, and long, slender counsel tables before which lawyers of another era argued, soon graced our club house—although somewhat altered in appearance. One of our boys, an apprentice linoleum

Mr. West, enterprising board of recreation member, has instigated many welfare projects for his city.

layer, tore out the somber, black cloth inset in the tables and substituted a gay star pattern of linoleum in bright red and blue. The table edges were painted fire engine red and the legs were enamelled a bright blue. They have to be seen to be really appreciated.

And so, through many city departments, we went "borrowing" unused material to be put to good use for and by Boston boys. When we had a problem of filling in a large area near the river front, the street cleaning section of the Public Works Department was glad to dump selected sweepings from an area where small stones and sand abounded. Thus we solved the dual problem of obtaining suitable fill and transportation for it.

Of all city departments, the fire department has been our best friend. Chief Walter Glynn has taken a personal interest in the development of the project, and in seeing the boys grow in stature and in wisdom.



Center: Typical member Richard Spillane, 15, placed first in American Canoe Association regatta. Photographs taken, printed by the boys.

It wasn't long before the Roslindale-West Roxbury Kiwanis Club sought ways in which they could help—and help they did. Individual members came into the club to "look around" and, finding a weakness, set about correcting it. For example, Frank A. East came in one day and found us eating from paper plates. In almost no time at all we received basketfuls of sample hotel china, which he got somehow from a large local dealer. Hundreds of pieces included dinner plates, small plates, bowls, cups and saucers—and not one of them alike. What a riot of color now greets anyone having a large meal at Quineboquin!

The Kiwanis Club gave us an official olympic diving board last summer, which was quite an innovation for local recreation. The Red Cross swimming man with whom we work closely describes it as the best to be found in Greater Boston although, actually, few are to be found at all.

The club boat house. Lower left: George Brown couldn't swim at first. Less than week later, with aid of Red Cross, he qualified as a member.

Last year the Needham Canoe Club, a champion canoe racing organization in its day, decided that it would be better to allow our boys to use their fleet of costly racing shells than to leave them idle. Since it is an art in itself to stay in one of these contraptions, apart from making it go, we were stumped as to how to train the boys properly, but not for long. Fred Richenburg, a noted paddler, volunteered long hours of coaching to our raw but eager beavers. This is a splendid example of American sportsmanship at its best, since he is Commodore of the Samoset Canoe Club, against whom our boys later raced. As a matter of fact, one of our fifteen-year-olds upset some of Samoset's veterans and won an important race. Since that time this activity has become very popular with many of the group.

Robert D. Price, Boston lawyer and one of our directors, is a well-known white water canoeist who has intrigued many of our more experienced boys by his thrilling article in *Appalachia* about

the Appalachian Mountain Club's white water exploits. He has promised some of them a side trip to a few of the novice runs sponsored by the Appalachian Mountain Club.

One of the active spare time activities of Patrolman Otis Nickerson is the operation of the camera club, which maintains a first class photographic dark room in the boat house. Here the week-end "take" is brought to light with the finest equipment obtainable. Camera fans among our friends were eager to help in this department.

This cooperation is not all on one side, however, for we make what we have created available to many without charge. The Red Cross borrows our fleet each spring to conduct a small water craft school for future camp counsellors. Several nearby cities and towns use our premises for a course of training for their recreation personnel. The Maryknoll Sisters bring large groups of Chinese boys to the camp for outings; and many of the settlement houses send similar groups, supplying their own leadership. Boy Scout troops from scattered sections of the city do likewise.

The Citizenship Training Department of the Boston Juvenile Court, under the leadership of Louis Maglio, has used our facilities for several summers. This group always rounds out the season with a big wiener roast, which assumes the importance of a state dinner to the many underprivileged youngsters participating. Able, wise Judge John J. Connelly has been quick to see the wisdom of providing adventure in recreation for those boys who come before him because of a temporary brush with the law.

Our own membership is made up of boys fourteen years old and upwards, who can swim. Annual dues are four dollars a year, and if a boy cannot afford this, arrangements can be made to work out the amount. This system, unfortunately, developed a kind of aristocracy among the boys for a time. However, it was doomed when I overheard one lad tell another that he didn't have to do any work to keep the boat house intact because he had paid his dues! This season, the dues will be five dollars, three dollars of which may be paid in cash, but two dollars of which *must be paid by work*.

Occasionally a boy takes advantage, as happened last year, for example, when two of our members agreed to paint the recreation room floor if we would check off their dues as paid. It was a deal. They pyramided the pieces of furniture on top of each other and took another look at the floor. Apparently it was considerably larger than they had supposed. Then they did what too many young fellows are doing these days—they walked out on their promise. I bit my lip and had the already overworked staff paint the floor. When the boys thought the heat was off, they slinked back, but not for long. They were on the carpet almost as soon as they had crossed the threshold.

"Jimmy," said I to one of them, "you boys are Irish, aren't you?" "Yes," he replied. "Interesting," I observed, "for I was just reading from the Senchus Mor, which is the ancient Irish legal system. In it I found a very significant legal maxim, Jimmy. 'There are three times when the world dies: in times of famine; in times of drought; and when verbal contracts fail.' That was the fundamental law of Ireland even before St. Patrick, and he reestablished it in his Cain Patrick. The Irish felt that if your word was no good, you were no good."

"The world of Quineboquin is dead for you," said I, opening the door for their shame-faced exit.

A couple of weeks later, a younger brother came in to negotiate a peace. I let them wait another week or so, and then consented to see them. Could they pay what was owed on their dues? Perhaps it could be arranged. Whatever else Jimmy's accomplishments are, arithmetic isn't one of them, judging by his laborious efforts to arrive at the amount due; and the assistance of his companion in misery hindered rather than helped. At long last they arrived at a satisfactory figure, and they promptly tendered it. I thanked them and said, "Fine, now please pay me six per cent interest." It is only by the intercession of Divine Providence, I am sure, that Jimmy still isn't figuring. I feel that these boys learned more by this experience than by all the lectures I could have delivered, or by any other punishment I could have meted out.

The path is a little easier now, since the spirit of cooperation has become a habit; but, with growth, there is always more responsibility. We have incorporated as a charitable corporation under Massachusetts law and we have some distinguished lawyers, including the president of the Boston Bar Association, on our board of directors.

In the future, it is our desire to strengthen the winter program. River skating, so popular when the late Joseph Lee, America's pioneer of recreation, and James J. Storrow would spend Sunday afternoons skating twenty or more miles up the Charles, is not being done these days. This is partly because the river never seems to freeze long enough, and partly because most youngsters use whatever skating time they have to play hockey. Last year Commissioner Lee (son of the late Joseph Lee) brought two or three groups on such a trip, and they were thrilled and delighted. We

hope to develop more interest in this wonderful and healthy activity.

Another wintertime possibility is crafts work, but we do not want to duplicate the work of any other agency. A father of one of our boys is interested in gold tooling on leather. This is fast becoming a lost art, and I was fascinated to find that the only place in the United States where implements for this work are made is within walking distance of my office. We tried out some of the simpler work on a group of the more alert boys, and the response was so encouraging that I called to see the head of this unusual firm. I wasn't surprised to find him enthusiastic about my plan to start a gold tooling program. It is his kind of enterprise that has made America great; and, of course, he is interested in American youth. He donated enough equipment for us almost to open a business; and the work being turned out by our boys is the best public relations material that one could possibly have. And so it goes, all adding up to the one word—COOPERATION!

Puppets in Opera

Ellen E. Wood

"DID YOU HEAR that bugle? Here come the soldiers marching down the street. How proudly they carry themselves—and look, here are all the children running after them.

"We are in a little Spanish town where all the Spanish ladies are called Senoritas. They are as beautiful as the land of Spain itself."

Thus the children's version of the opera "Carmen" unfolds on records (Classic Record Company). Last year, in the Children's Puppet Theatre in Martinsville, Virginia, puppets were used to act out the entire play. Hundreds of children saw and loved it—especially when Escamillo killed the bull and promptly put his foot upon the animal, with hands waving on high.

With the rich, colorful and dramatic music in "Carmen," the opera was an immediate favorite with the twelve-to-fourteen-year-old youngsters in the puppet clubs. This was their first experiment with puppets—and quite a revelation to the recreation leaders and parents. The children became attached to these doll-like, make-believe creatures —and, frequently, we heard ardent backstage conversations between the operator and the puppet character.

Definite carry-over values were noted. One of the puppeteers was a piano student who promptly learned the important scores in the opera. On one occasion, an excited youngster came up to exclaim, "Last night, when I was listening to the radio, I learned that 'Carmen' was being played in New Orleans, but the costumes didn't arrive. So the singers had to appear in their evening clothes." (This did happen in New Orleans last winter.)

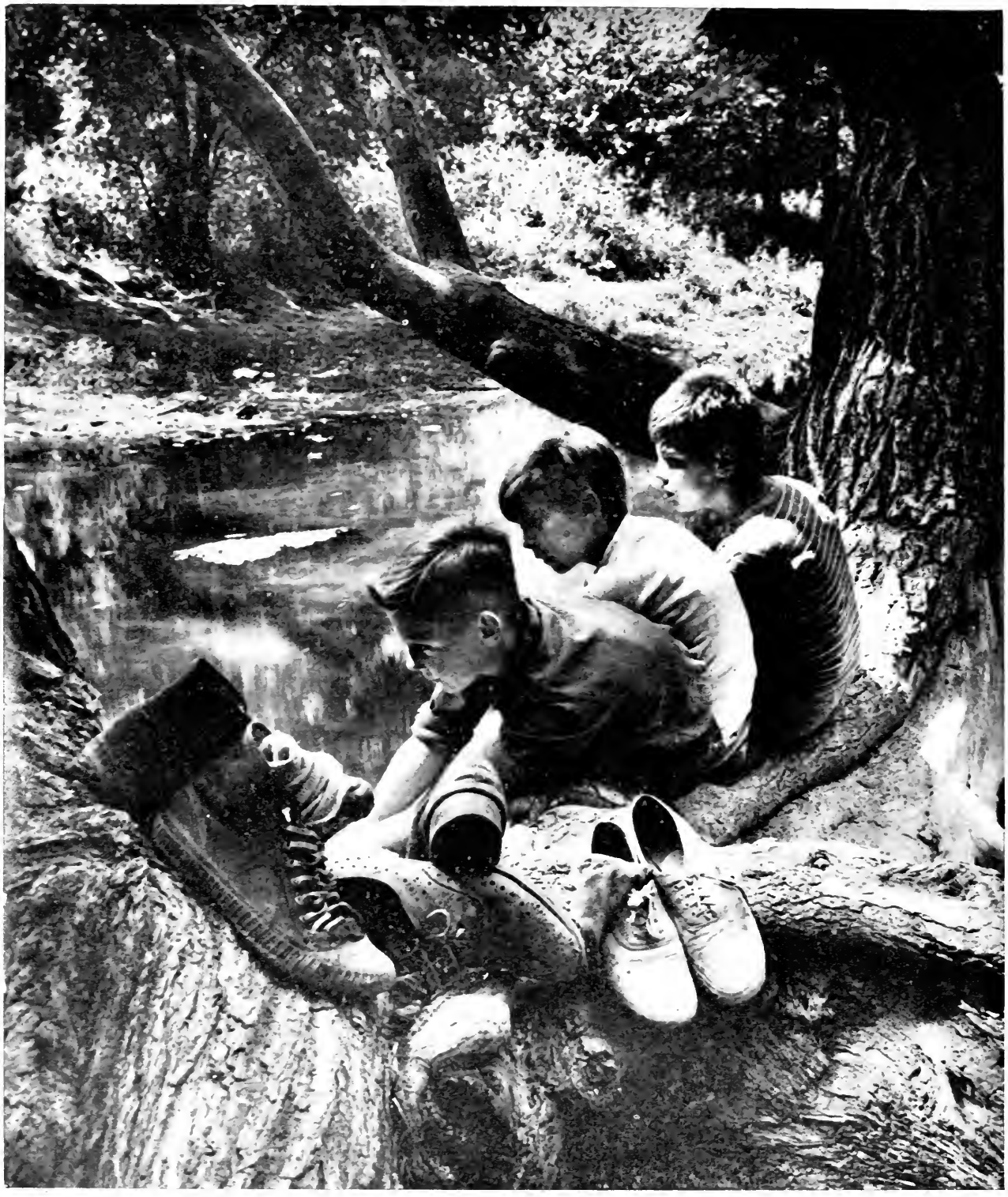
Community Theatre, a local amateur theatrical group, which was launched by the City Recreation Department, is sponsor of the puppet groups. This organization has built a portable stage, and furnishes material and supplies, while the department provides the leadership. Not only are the plays enjoyed by the forty or fifty youngsters active in the puppet clubs, but they are offered to every youngster in town.

Puppet plays, with animals taking on the characteristics of humans, are very popular with the children. "De Courtin' Couple" by Miss Weaver Dallas is a good example of Uncle Remus stories which are very easily adapted to puppets. Children also like to hear and see such traditional stories as "Red Riding Hood," "Cinderella," and others, over and over.

The puppets made by the boys and girls are crude when adults look upon them, but to the highly imaginative mind of a child they are wonderfully "real people" with whom they talk and live.

"What's the use of all this?" said one citizen, not too convinced of the value of public recreation anyway. Well, suppose we compare a puppet play, which the youngsters have prepared with their own hands and minds, with the average comic book—full of blood and thunder. Which is better to nourish the imagination—an active part in living the traditional stories of childhood, or a passive one in the unreal world of comic books?

Miss Wood is director of recreation in Martinsville.



The Ole Swimmin' Hole

"No Swimming"

Lewis G. Scoggin

On a recent visit, just this side of Florida, I stopped in a small community to fill the gasoline tank of my car. While waiting for the station attendant to do the job, I noticed a very large pond about a hundred yards back of the filling station. Several small boys were bathing in the dirty, slimy water, and I asked the attendant the name of the pond.

"We used to call it the 'Gator Hole'," he replied, "but that was before we got a Chamber of Commerce here. Its official name now is St. Francis Lake."

"Any fish in there?" I asked casually.

"Nope! Not any more!" he said. "Most of the physicians in this town got their start from that ole 'Gator Hole,' since folks started using it as a garbage dump and the end of an underground drain. All the fish died long ago. Two or three alligators were found dead last year. But some of the youngsters, who don't know about such things, still slip off when their parents aren't looking and go swimming there."

One day several children in this community were stricken with inflammation of the stomach and intestines. Only highly competent medical work prevented any fatalities. It was ascertained that these children had slipped off and gone swimming in St. Francis Lake.

This is an extremely mild example of what's going on in our lakes, rivers and small streams in many parts of the United States. We are fools to poison the waters, because we have no more lands and no more waters to waste. Nonetheless, we continue to waste them. We continue to use them as dumps for everything but the kitchen stove, taking it too much for granted that the waters are still safe for our children, that the fish will get along somehow.

This is America! Our scientists, engineers and industrialists have proved that garbage and sewage can be converted into a new source of municipal revenue in the production of excellent fertilizer; but we continue to think that America's resources are unlimited.

It is time that we, as individuals and groups, do our part to aid nature in restoring her balance wherever it has been upset. Health authorities, wildlife biologists, scientists, engineers, business men, industrialists, women's clubs, chambers of commerce, civic groups and patriotic organizations must become aroused and erect a "STOP signal" against our tendency to abuse our natural resources.

Again in Florida, a short time ago, I was driving along a waterway when, suddenly, I noticed the pathetic remnants of what had been, once upon a time, a beautiful bathing beach. Red danger signals had been posted for the public: "NO SWIMMING ALLOWED. POLLUTED WATER."

One of the best forms of recreation—bathing and swimming, enjoying the sunshine—had been terminated in five words of *warning*. Gone were the fish that had lived in those inland waters. The "let's go swimming" gang came no more.

As I passed the sign and continued along the highway, I noticed that there were no more warning signals, although the polluted water flowed along its natural course for miles. What would have happened if our son, or your son, had gone off on a Saturday afternoon with the boys for a swim in the country, and had come to this polluted waterway, far from the *warning?*

In emergencies, it is fine that we can fall back upon modern medicine, the telephone, the speedy automobile for help; but why can't we also turn our genius toward preventative methods that will protect the health of our citizens? Should we not use our skills to make the out-of-doors safe for the healthful, outdoor recreation which can be so vital a help in relieving the tensions and strains of high-strung working and living conditions today?

Mr. Scoggin is director of the Florida Park Service.

Play in the water promotes confidence, gives opportunity to try new skills. Above, in Los Angeles pool.

Water Games for Summer Program

Mary Buice

GAMES OF LOW organization can form a very valuable part of the summer swimming program, especially for children and youths. Games are an effective means of helping the learner overcome his fear of the water and adjust to it in a manner that is psychologically sound. They give the individual an opportunity to become accustomed to the water almost without realizing it, to gain confidence and to compare his skill with that of his fellows in situations that contain elements of competition.

At the close of an instruction period, many leaders use games which employ the skill just learned. Simple games also are adaptable for use in interplayground meets for the novice swimmer, who is not skilled enough to participate in competition of a more "official" type. Water games, of course, should be carefully supervised at all times, and chosen according to classifications of age, skill and self-confidence.

Those which follow have been selected from a group found to be useful in school, camp and recreation situations. Most of them are adaptations of traditional land games of low organization. For your convenience in referring to them, they are grouped according to the chief skill employed: Adjustment to Water and Buoyancy; Stroking; Combination of Aquatic Skills.

Adjustment to Water and Buoyancy

Walking Race

Players: Any number of young children.

Area: Shallow water suitable for beginners, with waist deep best.

Formation: Line of players, touching starting mark such as the edge of pool or dock.

Procedure: On signal, players walk to other side of pool or to finish line—maintaining balance. Player who reaches the finish line first, having kept balance throughout the course, wins.

Hunting

Players: Twelve to fourteen beginners.

Area: Waist or chest deep water.

Equipment: A number of articles which will sink in water, such as rubber heels and pucks, and a stop watch.

Formation: Parallel lines on opposite sides of pool, facing center. Objects are placed in the area equidistant between teams.

Procedure: When the leader gives a signal, a player from each team goes to the center and searches for articles for one minute. The player who finds the greatest number of articles in this time scores a point for his team. When each player has had a turn, the team scoring the greatest number of points is declared winner.

Over-Under Relay

Players: Children and youths, with not more than eight or ten per team.

Area: Shallow water, waist or chest deep.

Equipment: Water balls or other objects which may be passed under the water between players' legs—one for each team.

Formation: File formation, players on each team being an arm's length apart.

Procedure: Give the leader of each team the ball. On signal, the first player passes this over his head to the player behind him in line. This one passes it between his legs to the next player. Should the ball be dropped as it goes down the line, the player

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Miss Buice is an instructor in the Department of Physical and Health Education, University of Texas.

in error recovers it and puts it in play again from his position. The ball reaches the last player by being passed over-under-over-under. Upon receiving it, the last player wades or swims with the ball to the head of the line and starts it down the line again, always sending it over his head first. The game is finished when the first player returns to his original position and holds the ball over his head. If several teams are playing, have the others continue to determine second and third places.

Glider Contest

Players: Any number of children or youths.

Area: Water not over chest deep, where players can push off from bottom or sides.

Equipment: Line marker, if there are no visible lines on the bottom of pool.

Formation: Wave formation, each wave representing a team. Contestants must be touching the starting mark with one hand when signal to begin is given.

Procedure: On signal, players push off in a face float position with arms extended forward. At the end of float, the player must recover a vertical position without floundering. Those who glide past the marker, and recover, score one point each for their team. The team with the largest score after three trials is the winner. The same game may be played using the back glide.

Bombardment

Players: Six to twenty children who can control direction of throw.

Area: Shallow water which permits players to stand.

Equipment: For each player three or four floating objects which can be easily tossed, such as corks or table tennis balls.

Formation: Divide playing area into two halves, with one team in each half.

Procedure: Give each team half of the objects to be tossed. On signal, the teams begin to toss the objects, one per toss, into the opponents' territory. A team must also toss back the corks or balls thrown into its area. At the end of three minutes, the team having the fewest objects wins.

(From *Official Aquatics Guide* 1941-42, copyright 1941 by National Section on Women's Athletics of American Association for Health, Physical Education and Recreation. Published by A. S. Barnes and Company.)

Stroking

Kick Contest

Players: Not more than twenty children, youths or adults.

Area: Any desirable area deep enough for flutter boards to be used.

Equipment: Flutter boards or a log.

Procedure: Teams or individuals take their positions on opposite sides of the board or log. When the signal is given, both teams begin to kick, trying to force one another back to a specified area. The kind of leg action may be selected by the leader. One side may use the breast stroke kick while the other uses the flutter, or both teams may use the same kind of kick. If the group is small, the contest may be between individuals using flutter boards.

Shuttle Relay

Players: Any even number, with not more than eight or ten per team suggested.

Area: Water waist deep or deeper, depending upon the experience of the swimmers.

Equipment: A flutter board for each team.

Formation: Shuttle formation, about twenty to thirty-five feet apart.

Procedure: The first swimmer on each team takes the flutter board and, using leg action only, crosses the area and gives the board to the first player on his team on that side. This player goes across in the same manner. When the game is finished, all the players who were on the left side of the area should be on the right side. The winner is the team which reverses its position first. Any type of leg action may be used, or the kick may be specified. Game may also be played by using arm action only or, if desired, a special stroke.

Handicap Race

Players: Two or more children or youths of intermediate or higher ability.

Area: One which will permit a race of twenty to thirty-five feet.

Equipment: Articles for handicaps, with one item for each team, such as weights, rocks, clothing, newspaper, umbrella or Indian clubs.

Formation: File or shuttle.

Procedure: When signal is given, one player from each team swims to the goal line and back, using the handicap previously decided upon. (This is described for file formation.) Each member of the team repeats this performance and the winner is the team completing the race first. Swimming on one side, holding a weight with the top arm, is a good handicap as it is related to a rescue stroke in water safety. Holding an open umbrella with one hand is a good stunt, and amusing.

Combination of Aquatic Skills

Long Base

Players: Children and youths, six to twelve per team.

Area: Area approximately the size of a volleyball court, or smaller if there are only six or eight players per team. Place a towel or piece of cocoa-matting at the center of one end of the pool for home plate. Mark the long base on the side of the area some twenty to twenty-five feet from home plate. This base should be long enough to accommodate several players at a time.

Equipment: An inflated rubber ball.

Procedure: Divide players into two teams and place one in the field and one at bat. The team in the field may take up any position in that area. The batter stands at home plate, throws the ball

into the playing area, jumps or dives into the water, and swims or wades to long base. He may stop on long base or return to home plate. There is no limit to the number of players who may occupy long base. However, if all players are on long base that team is automatically retired without making a score. A score is made each time a player goes to long base and back to home plate.

A player is out if he is tagged with the ball between bases; if a ball he throws while at bat is caught by a fielder before it touches the water; if he is hit by a ball thrown by a fielder between bases; if an opponent holds the ball on long base before he reaches it. However, it is necessary to tag each swimmer returning to home base in order to put him out. A forced out may not be made at home plate.

Fielders may advance the ball by swimming or wading with it, or by passing it to a teammate. A team is retired when each player has had a turn at bat. The winner is the team which has the largest score after both teams have had equal turns at bat.

Almost any game of low organization may be adapted to water use. Some other suggestions include dodge ball, volleyball, end ball, boundary ball, prisoner ball, Dozen Ways of Getting There, Throw It and Run.

TENNIS TEACHER EXTRAORDINARY

Richard Dempewolff and Cameron Day

There was only one tennis court in town, and that was for sissies. Now they start them young in Hamtramck, and turn out stars.

A LONG-LEGGED KID walked down the main street of Hamtramck, Michigan, ten years ago. One hand clutched a tennis racket, the other was balled up in a white-knuckled fist. His chin jutted and he stared straight ahead, ignoring the jeers of youngsters lining the sidewalks. One broad-shouldered youth made a contemptuous pass at the racket. An instant later fists were flailing. Then the young tennis player, without a backward glance at his battered opponent, picked up his racket and went on.

This was Hamtramck in 1939. A city completely encircled by its industrial neighbor, Detroit, its two-square-mile area was crammed with some 50,000 people, many of them unskilled laborers. Brawn was the standard measurement for success. Rough-and-tumble football was about the only sport that drew enthusiastic tryouts in the schools. Tennis was strictly for weak sisters.

Today, thanks to a social experiment which had sport as its core, Hamtramck is a veritable tennis factory, turning out more topflight net men and women than any comparable community anywhere. Thirty Hamtramck men, and half as many women, are ranking tournament players. In ten years they have annexed thirty-eight nationally recognized championships. Among the topnotchers is Ted Jax, who became national indoor boys' champion.

Courageous Jean Hoxie achieved what once seemed the impossible

Condensed from *American Lawn Tennis Magazine.*

Thanks to Miss Hoxie, one court grew into this large tennis plant, where many courts are continually used.

The fruits of hard labor and confidence in youngsters are evident. Above, some of the young champions.

Fred Kovaleski, the lad who had to fight his way to the courts in 1939, became national public-parks singles and doubles champion. In 1947 Kovaleski ranked third in the Western Division and twenty-first nationally. He also became the number one player of the crack William and Mary College team.

Even more signicant than this mushrooming growth of stars is the fact that Hamtramck's tennis courts are helping to keep her youth out of the law courts. In 1939, there were seventy-seven arrests for juvenile delinquency; last year, there were only fifteen.

Much credit for this double-edged program goes to a robust, determined Irish lady with a heart as big as the Davis Cup and an uncanny flair for teaching tennis. She is Jean Hoxie—a physical education teacher at Hamtramck's Pulaski School. With the help of her husband, a chemistry teacher, she has accomplished the job against staggering odds.

One day in 1939, Mrs. Hoxie, then a ranking player in the Western Division, was discussing Hamtramck's juvenile delinquency problem with Hal Shields, the Pulaski School's athletic director. Shields suggested offhandedly: "Why don't you build a tennis clinic here? The kids would love it."

Jean snorted, pointing out that the "kids" probably would find it about as popular as picking pansies. "I dare you to try it," taunted Shields.

That did it. Jean set out to look over the situation, and what she found wasn't good. Hamtramck had only one tennis court—a rough asphalt affair in a public park. But it would have to do. Equipment? Neither the school nor the city would provide anything. So Jean Hoxie bought it herself.

Then she issued a call for tryouts. There was no response. Undismayed, she went out scouting for likely-looking material. On the school handball court she found her first four prospects—Fred Kovaleski, Ed Roszak, Harry Witczak and Wally Preston. She knew they wouldn't play tennis for tennis' sake, so she didn't mention the word at first. "Boys," she said, "how would you like to go to college?"

"Sure," the boys chorused. "How?"

"On tennis scholarships."

At that, the boys balked; they couldn't play tennis. But within a few short weeks they did play tennis—and played it for all they were worth. At first, practice was a big laugh, with much self-conscious horseplay. But they came up with a jolt when they were overmatched with an experienced Detroit team and lost miserably. Coach Hoxie did it deliberately to teach them a lesson. Tennis was a tough game to play well, they discovered. Sobered, the boys settled down to the rugged Hoxie training schedule. The activity of the squad drew other tryouts, and the tennis clinic grew.

Next year saw several Hoxie players reach the semi-finals in the Detroit championships. Then the fruits of hard labor began to pay off. In 1941, Jean Hoxie took her four fifteen-year-olds—Kovaleski, Roszak, Witczak and Preston—to the National Indoor Eastern Matches in New York. Kovaleski went to the semi-finals in the junior singles and to the finals in the doubles. Roszak lost to the winner of the singles. A year later, Kovaleski earned his first important national ranking—fifth in the junior singles. The other Hoxie-trained youths weren't far behind.

Since then, tennis aces have developed at Hamtramck in profusion. In one year the Pulaski School team played 101 individual matches without a loss. Eight courts are now in constant use, and more are planned. Scores of youngsters are

on these courts every possible day, going through mass drills with their red-headed instructress, whose title is now city tennis director.

Mrs. Hoxie pays a visit to the Commissioner of Correction every few months to ask that delinquent boys be assigned to her on probation. She has taught tennis to about sixty in the last three years. So far, not one has been in trouble again. A fourteen-year-old lad who had run afoul of the law is now a ranking player on one of the Pulaski School's singles teams; another boy is one of Pulaski's best doubles players. Grades improve, too, for to stay on the team the boys must maintain at least a B average in studies.

Jean Hoxie applies a simple and direct system to her probationers. "How would you like your name in the newspapers—as a hero instead of a thief?" she asks a boy. If he grins unbelievingly, she shows she means business by putting him under serious tennis instruction immediately and assigning a local hero, such as Ted Jax or Kovaleski, as a big-brother guardian.

The second step is to build in the boys a bond of confidence and respect for her by taking a personal interest in their family and school problems. Then she seeks ways of developing personal responsibility. One youngster was put in charge of her personal bank account. Another handles money for the Pulaski team.

Last, but vitally important, is the child's family. "If the kids are delinquent, it's because the parents were delinquent in responsibility," says Jean Hoxie. So she visits the mothers and fathers, tactfully pointing out that she's going to make gentlemen of their boys, and plays hard on parental pride. "In every case so far," she says, "the folks have taken more interest in the kids. That's half the battle."

Jean Hoxie knows that many of her impoverished pupils are bright as buttons and need only stimulation and guidance to climb as high as American youth anywhere. She has already sent thirty boys to college on tennis scholarships.

The key to Jean Hoxie's success is that she runs her program with rigid controls. Even with six-year-olds, the championship idea is instilled from the beginning. By the time they're ten, Hoxie pupils must pass a test on service, drive, drop shot and smash. She throws them into tournament play early. At the National Boys' Championships in Kalamazoo in 1946, one of her seven-year-olds was the youngest child ever to play in a national tennis event. He won, too.

More important to Jean Hoxie than tennis technique are poise, etiquette and character. No Hoxie pupil ever enters a match without going through an inspection that would shame the military. Every player must radiate cleanliness.

Heavy emphasis is laid on sportsmanship, and when a rising star gets a swelled head, Mrs. Hoxie brings in a better player to give him a lacing and calm him down. She applies her code of fair play to adults and youngsters alike. A prominent local business man, playing against Pulaski School youngsters, repeatedly called the lines wrong, giving himself dubious points. The kids, being Hoxie-trained, couldn't understand it, and were upset. Finally Mrs. Hoxie saw it and called the man over. "Right now," she told him fiercely, "you're not even ten years old. If I catch you cheating again, you'll never play here any more."

Today Mrs. Hoxie is understandably proud of her boys' and girls' tennis accomplishments. But she's prouder still that the crime rate among Hamtramck's youth has taken such a spectacular dive. And Hamtramck, instead of sneering at tennis, is today a city of tennis fans.

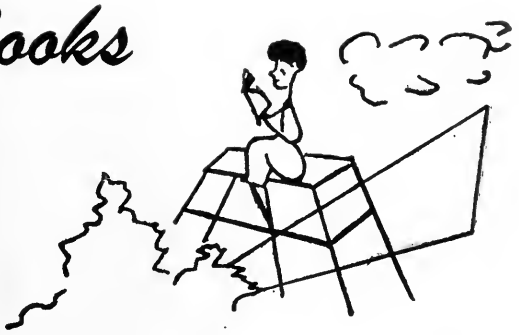
Evolution of Tennis Strokes*

TENNIS TECHNIQUE HAS kept pace in its improvement with the changes in many other sports. In the forearm drive stroke, for instance, the sideways position to the net, to make possible the side arm swing, has replaced the position of facing the net. The side arm stroke results in the safer arc flight of the ball, which clears the net and has enough over-spin to drop in bounds. It also gives greater reach, which enables the player to cover the court more efficiently.

The outstanding change, however, has been in the perfection of the backhand drive stroke. For many years the backhand was played with a cut or slice. Then came the backhand drive, but this stroke handicapped the player because of the awkwardness of using the same side of the racket for both the forearm and backhand drive. With a change in technique, the opposite side of the racket was used simply by a shift of the hand on top of the handle. The hand was free and comfortable in the swing, and the body was turned sideways, permitting a longer swing and bringing the hitting arm on the left side of the body. Finally came the shift of the hand from the top of the handle to a slightly more forward positon, allowing still greater freedom of wrist action and as wide as possible body turn.

*From *Design for Tennis*, by Mary K. Browne. A. S. Barnes and Company, Inc., New York. $3.00. For review, see page 219.

Adventures With Books



EVERYONE DESERVES AN opportunity to develop the habit of *reading for fun,* or at least to be introduced to its possibilities for recreation, adventure, exploration in new worlds. In school we learn to read for information, or to pass a given course—which is excellent as far as it goes, but only too seldom does it go any further. Many teachers are concerned, but are too overburdened to do more than make suggestions; too many homes can be of little help. Therefore, unless we are natural "bookworms," the demands of other activities and obligations, after school days are over, keep us so busy that we never take the time to become acquainted with this most delightful and rewarding of leisure-time pursuits.

In view of the above facts, should not we, as recreation leaders, initiate this activity in our centers, clubs, on our playgrounds—among all age groups—as part of a *well-rounded recreation program?* Are we not in a strategic position to help people discover literature for themselves—to help them realize that it can be alive, interesting, and fun? The need today, for leadership along this path, is evidenced by the fact that, more and more, teen-age book clubs are springing up all over the country and becoming one of the most popular of recreation activities. Here and there they are proving that exploration among good books can be more exciting than a fare of comic books.

Joseph Lee, you will remember, always emphasized reading for pleasure, as well as good conversation, as a very important part of recreation. It was so easy for him to talk about "Alice in Wonderland," about Jane Austen and all the books that were dear to him. Much of his power in conversation came from his reading, which he had so thoroughly digested that it had become a part of him and was almost forgotten.

Reading aloud had a very important place in the Lee household. Joseph Lee mentioned the delights of having a cold, not too severe, for the opportunity it gave to be read aloud to, from Trollope and Walter Scott. He writes that from the time of his marriage "we read over our two favorite series from Trollope and Miss Austen's novels as often as we thought decent. Mrs. Lee read aloud almost every evening of our married life to me and to the children." Often he spoke of his delight in remembering his father's reading aloud the plays of Shakespeare.

Variations of taste in books, as all those who love them have discovered, can contribute greatly toward making the world a diverting place in which to live, and conversation is never more stimulating than when it gossips of books. Reading aloud can be an effective means of knitting the family circle together, of entertaining a group of whatever age, and of bringing individuals a little closer through shared thought and experience.

To read for pleasure, however, is to read whenever and wherever the desire presents itself, if time and place permit. It is an activity with the greatest carry-over value of all, and can be indulged in by individuals, by groups, in homes, on the playgrounds, in churches, hospitals, schools, camps, in lonely places, on the fringe of battlefields—anywhere. It is reported that Macauley read while striding through the streets of London, and that Willa Cather used to find pleasure in reading while perched on top of an old windmill. No genuine reader can fail to understand this, even though his enthusiasm might not take him quite so far.

Almost every community in the country has its library, available to all. A wide-awake recreation department will establish a close working relationship with it. You will find most librarians eager to cooperate with a recreation project in any possible way, and this working jointly has successfully enriched the program in many localities. The use of book wagons on the playgrounds and in rural areas also has helped considerably. Books on any subject can be borrowed very easily. Recreation leaders can point the way.

However, there is a further step which should

more often be taken in the logical development of the appreciation of good reading—that of encouraging the collection of personal libraries, of acquainting people with the satisfaction of owning some of their own favorites. A personal library can be like a collection of old friends, a source of great comfort and of countless enjoyable leisure-time moments.

Variety in reading is important. There is much that is admirable about new books, for instance, and one does not want to miss them; but great books are apt to be the old ones which have stood the test of time. There is something comforting about an old book; old friends proverbially are best. But old books or new—happiness can be found among them, joy in owning them.

A first step toward stimulating interest in reading is to start a combination book club and discussion group. Another is to enrich other activities by adding to them the reading and discussion of related books, such as the reading of the lives and experiences of artists—old and new—to the program of art groups; the lives of composers, the stories of operas, to that of music groups, and so on, always bearing in mind the fact that reading can interest all ages.

Socially, a reading club presents an opportunity to make new friends, to get into some satisfying discussions, to share interests, to hear about books. You will find that it can grow amazingly in popularity and size, such as happened in Pittsfield, Massachusetts, for example. There the idea started back in 1931, with a group of fourteen, and grew to over two hundred, making it necessary to split into two groups—which are still going strong. Twice a month a supper meeting is held; and, immediately following supper, additional people join the group for the book reviews and discussions which last for about an hour and a half. A permanent chairman takes charge, and each month turns the meeting over to different members, who do the reviewing and lead a discussion of the books, the lives of the authors, and anything else pertaining thereto. All this is done very informally, a permanent committee recommending books to the group for a vote as to whether they will be reviewed or not. Such reviewing stimulates interest and curiosity, and leads to—reading.

Organization of a Club

The two most usual kinds of book clubs are:

THE INFORMAL—This often is a small group of people who like to read, and who get together to talk about books. They gather once a month, sometimes oftener, at supper, at luncheon, at tea or in the evening, at which time several chosen books are reviewed by persons informally selected at a previous meeting. Another member of the group may lead the discussion, and someone else may tell anything he has been able to glean about the author's life.

THE MORE FORMAL—Book reviews for the large and more formal groups are often given by a professional librarian, teacher or bookshop owner, followed by a more formal question and answer period. These are sometimes arranged with the cooperation of the local library staff and, in some cases, the author may be invited to make a guest appearance. He might be asked to discuss the writing of his book, the subject he dealt with, reading in general, selection of good reading, authors he has known, or any number of related topics; and, of course, the meeting often rounds out the evening as an autographing party.

Authors are usually glad to cooperate in any possible way, their schedules permitting. During the war, the "Book and Authors War Bond Drive" was very successful, and the authors happy to help out whenever possible.

There seems to be no ideal number of members for the start of a good book club discussion group. Many have started with as few as eight people, and gradually grown to a membership of around thirty or more. Some of the ways of arousing interest in such a project are to submit publicity stories and editorials to school and local newspapers; to have art groups make bulletin board posters promoting reading and club membership; to arrange local radio broadcasts about books, reading and the book club—written and produced by club members.

Traveling libraries bring books to rural people, to playgrounds and to housing units. British Columbia truck, above, holds 1,200 books. Libraries and recreation departments can cooperate on such projects.

Many book clubs depend upon use of the local library for their supply of books, and the question often is asked: "Isn't it difficult to get a copy of the selected book, when so many people want it at the same time?" This situation, indeed, presents a difficulty, but let us not forget that this activity is open to all, and that there will be those in the group who have read the book already and can review it, while the others invariably will make time to obtain it later, and in turn. The important thing is that a book club will stimulate interest in reading in any age group, and offer participants a valuable and rewarding leisure-time pursuit, which can open up exciting new worlds, and extend horizons indefinitely. *Let's start a book club!*

New Experiments

An interesting light on the development of book clubs in the teen-age field during the past two years is that, in large part, they are the result of the interest of a New York book publishing house* in promoting good reading habits for the young. With the advice of leaders in national educational and library organizations, these publishers have been offering practical help to teen-agers and leaders in the form of suggestions for the formation of such clubs, and have developed a plan of putting within the range of the small pocket allowance a list of the good books of all time. Teachers have welcomed this assistance with delight—some 3,000 active clubs springing up in high schools all over the United States. Recreation people, too, would do well to investigate its possibilities.

Another interesting experiment—a community crusade for worthwhile children's books—about which other communities should know, was recently introduced by the same publishers. It was first tried in Morristown, New Jersey—a typical American town with typical youth problems—as a part of the local fight against juvenile delinquency. It was so successful that a movement for such community crusades now is being sponsored by all fifty-nine publishers represented on the Children's Book Council. Starting in September, 1949, it also will be sponsored nationally by the United States Junior Chamber of Commerce.

The Morristown community, convinced of the importance of good reading to youth, established, under the sponsorship of the Chamber of Commerce, a concerted drive by PTA's, schools, churches, American Legion and VFW posts, service clubs, police, business, industry, professional groups cooperating on a big scale to promote a healthy type of reading, and to place such reading

In Morristown, New Jersey, a crusade for good reading for boys and girls is a part of the campaign against juvenile delinquency. Here Mayor Clyde Potts sits as judge at a juvenile court session.

within the reach of everybody by the sale of low cost books. Said Mayor Potts: "We want our children to read good, entertaining books—not sordid, gruesome trash." Police Chief Roff, who offered enthusiastic cooperation, added: "I'm one hundred per cent for anything that will get sensational literature—filled with sadistic drawings and crime glorifying sequences—out of the hands and minds of children. . . . This is a positive step toward giving youngsters good reading, and a real blow to vicious literature."

Businesses—automobile, grocery, hardware, and so on—cooperated to the extent of running large ads in the local press, promoting good, low-priced books instead of their usual merchandise. Norman Tomlinson, publisher of the local *Daily Record,* announced in *Editor and Publisher*: ". . . because of the unprecedented onslaught of copy and ads over the normal daily flow—more than 1,600 column inches of crusade advertising—. . . our composing room went on a six-day shift."

One of the surprising results of this community-wide project was dramatic proof that teen-agers prefer good literature when it is made available to them at the same low cost as lurid thrillers. Over 2,000 teen-agers demonstrated that they will read worthwhile books—if they are well printed, packed with illustrations, and made easily available to them.

The Morristown plan has been picked up by other communities and initiated in Newark, New Jersey, by the Girl Scouts Council; in Wilmington, Delaware, Kansas City, Missouri, and Passaic, New Jersey, by the Junior Chambers of Commerce; in Dearborn, Michigan, by combined civic groups, and is gathering momentum as a nation-wide campaign.

*Pocket Books, Incorporated.

Casting Class for The Small Fry *

Clarence Simms and Patsy Wells, youngest members of the club. Strictly grown-up equipment is used.

A youngster scores a near miss during this fish-eye view of a group concentrating on target practice.

Tod and Neal Swalm

THE GROUP OF sportsmen laughed indulgently when little Patsy Wells, eight-and-a-half years old, picked up a fishing rod taller than herself. But their amusement quickly changed to envy when her first cast landed smack in the middle of the target fifty feet from shore. Patsy's accurate cast was not just a lucky fluke. She gained her knowledge and training in the art of flinging a fishing lure through membership in a unique organization—the Mount Dora Casting Club in Florida—a civic project that might well be emulated in many other communities where the big bass bite or the tarpon roil the waves.

At her tender age, Patsy probably knows more about fishing than many adults who have to content themselves with bragging about the big one that got away. Along with other Mount Dora youngsters, Patsy is receiving valuable instruction that will stand her in good stead all through later life. Fishing is one of the most satisfying hobbies, especially in a state that officially boasts the greatest black bass fishing in the world.

Mount Dora's junior Isaac Waltons now are sponsored by the Chamber of Commerce and local merchants, but it was not always so. The club sprang into being one day last September when Margo Hosford, an attractive widow with a flair for fishing, noticed three boys walking down the town's main drag with fishing rods in their hands. As they walked, in the time-honored manner of youth, they made imaginary casts in the direction of passersby, fire hydrants, or anything which caught their eyes.

Mrs. Hosford's hobby of many years has been casting. Consequently, her reaction to the three

boys' free-wheeling, side-arm, round-house casts was immediate and spontaneous. "How," she asked them, "would you like to form a club and really learn to cast like experts?"

Their response was typically American: "Gee," they replied in one breath, "could we?" They could, and did, with Mrs. Hosford—Margo to everybody in Mount Dora—as instructor.

To say that the club spawned rapidly would be much more accurate than dragging in mushrooms. Mount Dora is not the largest community in Lake County and word gets around fast, especially when propelled by the lusty lungs of small fry. When Margo reached the shore of Lake Dora a week after her first meeting with the three young fishermen, there were fifteen grinning young casters snarling lines all over the lake front. Next week there were twenty-three, and then and there the Mount Dora Casting Club was officially created, with those present as charter members.

Like the size of catches in fish stories, the club has grown steadily ever since. Its membership is now a record forty moppets, and it is the apple of Chamber of Commerce Secretary Bill Well's eye. It was Secretary Wells who gave the club its first big break. After struggling along in comparative obscurity for several months, Wells persuaded the chamber's board of directors to buy the members some distinctive T-shirts. That did it. From twenty-three, the number of aspiring anglers jumped astronomically, each neophyte eager to gain the ability which would permit him to wear the club's insignia.

The club members practice on the water front lawn of Bill Prinz, ardent sportsman, using home-made targets constructed of old bicycle wheels mounted in wood squares. These are floated at staggered intervals between thirty and fifty feet from land. A twelve-pound test line is used, with regulation practice plugs weighing five-eighths of an ounce. It's all strictly "grown up" equipment and the rules of the National Association of Anglers Clubs, modified to suit local conditions, are adhered to strictly.

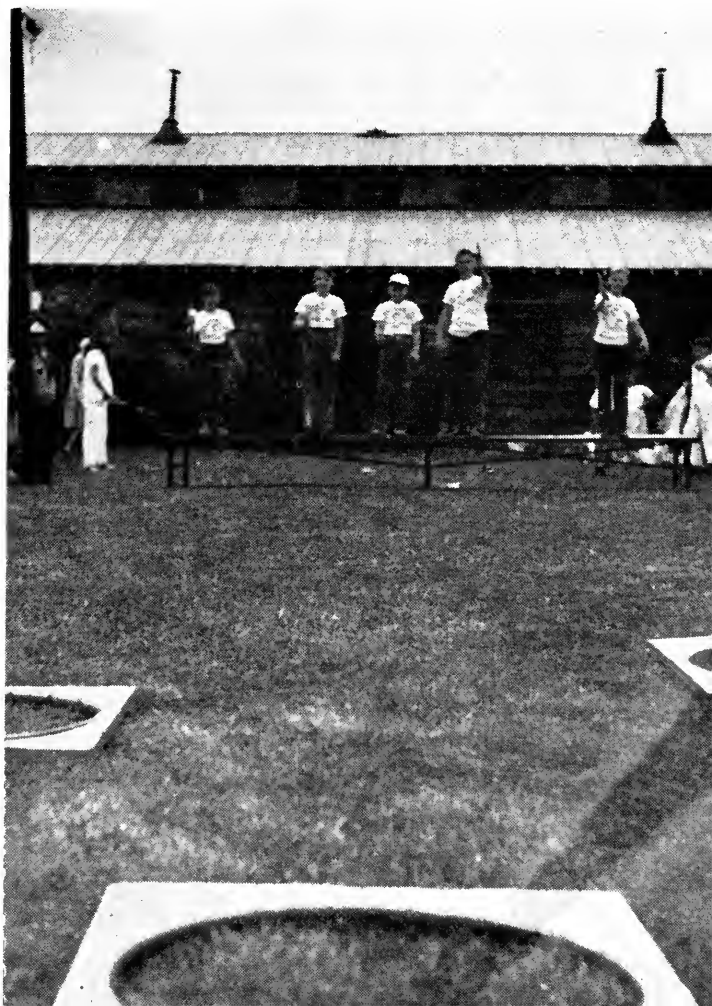
Membership

Membership in the club represents a cross section of Mount Dora and is a fine example of democracy at work. Sons and daughters of the wealthy and poor are on an equal footing—it's the best cast that wins. The young anglers are learning lessons in sportsmanship and human relations which will help them later on to be better citizens, as well as expert fishermen.

*Reprinted from *Florida Wildlife*.

Alfred Rehbaum III, nine-year-old Mount Dora boy, here demonstrates the "bit lip" casting technique.

On water or dry land, a cast is a cast with these lads who are serious about being expert fishermen.



More Camps for the Handicapped

HOWARD A. RUSK, M.D.

DURING THE LAST week in June, each year, New York's Grand Central Station teems with children, as thousands of younger apartment dwellers start off to camp. It is a scene that is repeated on a smaller scale in railway and bus terminals all over the nation. In August they return—taller, heavier, browner, healthier. Their changes, however, are not all physical, for under the chigger bites and tan is a summer of rich experience.

Today camping is no longer merely taking a group of city children into the country, but is recognized as a group living experience that has a special contribution to make to the emotional and social growth of a child. A valuable experience for any youngster, it is even more important to the physically handicapped child who, because of illness, hospitalization and immobility, may have been cut off from the normal experience of child development.

Although camping facilities for handicapped children are still meager compared with the need, more and more specialized camps are being started each year. Records of the National Society for Crippled Children and Adults show that in 1920 only 200 crippled children received camping services through their affiliates, compared with 3,200 in 1947. These children represented twenty-five different crippling conditions, with cerebral palsy and poliomyelitis predominating. The average cost for a child was $2.25 a day.

In an effort to discover how many camps provide facilities for handicapped children, a Specialized Services Committee of the American Camping Association is undertaking a national survey of all their member camps. This will be coordinated with a similar study recently completed by the National Society for Crippled Children, and an effort made to improve the standards of operation of all such camps. Even before the studies were started, officials of both organizations knew from the letters of inquiry they received that such facilities were far too limited to care for the number of children who would benefit from such services.

Reprinted from the *New York Times*, August 1948.

At Camp Daddy Allen

One of the best-known public summer camps for handicapped children is Camp Daddy Allen, operated by the Pennsylvania Society for Crippled Children and Adults in the Pocono Mountains. Founded in 1941, and named for one of the pioneers in work with crippled children, Camp Daddy Allen each year takes 100 boys and girls, from eight to eighteen years of age, for an eight-week period. Activities such as athletics, hiking, swimming, dramatics and arts and crafts vary little from those of a regular camp, except that they are adapted, wherever necessary, to fit the physical capacities of the child. More than half of the children receive physical therapy treatment regularly from the camp's three therapists. Marked physical improvement frequently is made during the camp session, but the greatest value is the growth in self-confidence and self-sufficiency. Children learn to be at ease with others and, before long, forget their own difficulties.

The value of such an experience is shown by the following case report written over two years ago by a counselor in a children's camp near St. Louis, Missouri. "Bobby took part in several all-camp entertainments. At first he seemed a little shy, but soon forgot his shyness and gave an excellent performance. Bobby played the role of a clown on Carnival Night and enjoyed his action role very much. He was a good sport, but at times the strangeness of group life bore down upon him. He teased other boys, but did not like to be teased himself. As time passed, he came to understand the ways of other boys, and realized that group living is a process of give and take."

The Bobby the counselor wrote about was a ten-

Handicapped children soon learn to be at ease with others, and forget themselves, during a camp session.

year-old boy who had lost his leg. An active child, he was lost in his adjustment to his handicap. His family was unfit to give him much help, for it, too, was overwhelmed by the accident. The first adjustment came from his camp experience.

City Camps Aid Handicapped

Among the most prominent New York camps serving orthopedically handicapped children are Camp Carola at Spring Valley, operated by the New York Philanthropic League, and Camp Oakhurst at Oakhurst, New Jersey, operated by the New York Service for the Orthopedically Handicapped. Camp Carola has a thirty-day recreational camping period for girls from six to sixteen; Camp Oakhurst provides both recreational and therapeutic services for boys and girls from four to fourteen. Both camps have a large number of cerebral palsied children. Last summer, Center Moriches, a new camp for orthopedically handicapped children of Suffolk County, was opened under the sponsorship of the local Rotary Club and the New York State Association for Crippled Children.

Other specialized camps in New York are Camp NYDA, operated by the New York Diabetic Association for diabetic children, and Camps Lighthouse and Wapanacki, operated by the New York Association for the Blind and the New York Institute for the Education of the Blind.

A number of other camps, such as Edgewater Creche and Rethmore Home (New York Protestant Episcopal City Mission Society); Camp Filicia (Ethical Culture Society); Mont Lawn (Christian Herald Association); Camp Christmas Seals (Brooklyn Tuberculosis and Health Association); Bronx House Camp; and the Lulu Thorley Lyons Home will accept a limited number of children with various types of handicaps.

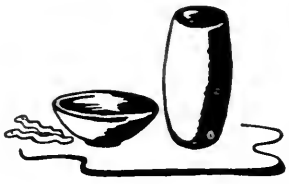
The primary need in New York, according to the Camp Information Service of the Children's Welfare Federation, a coordinating agency for such services, is for more services for epileptic, diabetic and cardiac children, and for camps serving normal boys and girls to accept handicapped children. The latter is particularly important for, as with classroom education, these children, whenever possible, should associate with physically normal youngsters.

In the case of some physical conditions, such as epilepsy, regular camps, because of the lack of understanding, facilities and trained personnel, refuse to accept such children. False conceptions about epilepsy still persist, although recently discovered medicine can control seizures completely in seventy per cent of all cases. The ailment has no connection with intelligence, and most epileptics can lead normal lives in work, play and social activities.

To combat such misunderstanding, the National Association to Control Epilepsy conducted a two-year study in which non-epileptic children and those with seizures that could be controlled medically were placed together in the same camp, with the latter group participating in all activities. Results proved that both groups could attend the same camp without difficulty, and now a greater number of regular camps serving normal children are admitting epileptic children whose seizures can be medically controlled.

Among the newer developments in specialized camps are those for speech and hearing, where children can combine speech therapy and hearing training with normal camp life. Day camps are also particularly valuable for physically handicapped children, who, through lack of opportunity for developing social maturity, are not easily able to make an adjustment to being away from home in the company of a large number of strange children. A large-scale experiment with such camps in Chicago has proved exceptionally successful.

Arts and Crafts in Day Camping



Recommendations prepared by Frank A. Staples, head of arts and crafts for the National Recreation Association, for a state day camp leaders' course.

DAY CAMPING IS not a separate activity to be isolated from daily living, but should enrich the participants' interest in all forms of living experiences. It provides knowledge which can be used in other forms of living besides camping. Arts and crafts, as part of such a program, should bring to the campers keener understanding, appreciation and interest in all kinds of creative activities and must be related to camp and non-camp living.

Training

Pre-camp training should be required for all leaders before they are allowed to attempt day camping leadership, amounting to twenty hours of training for a six-to-ten-week day camp session and forty hours of training for a longer period.

Objectives of the training program should be:

1. Philosophy and values of crafts.
2. Methods of presentation.
3. Basic understanding of design and color.
4. Techniques, procedures, equipment, materials for each craft to be presented.
5. Sufficient practice to acquire skill needed to demonstrate each craft gracefully.
6. A clear understanding of age level interests and the crafts best suited to meet them.
7. All the above objectives should be learned by doing, not from lectures.

Contents of the training program should include eighteen to twenty crafts:

1. Crafts related directly to the out-of-doors—woods, fields, rivers, lakes, mountains, and so forth. These stimulate interest in, and understanding of, nature. Spatter paintings or blue prints of leaves, to better recognize trees, are examples.
2. Crafts related indirectly to out-of-door interests. These use natural materials to make objects for the home or for wearing apparel. Weaving with wood, grasses, and so on, are examples.
3. Crafts related to camping, used directly in camp activities. For instance, building tables, huts, fireplaces, etc.

Personnel

A person thoroughly trained and experienced in arts and crafts in day camping should be hired to supervise the program. If day camping is an all-year-round (or nearly so) activity, then a full time arts and crafts specialist is needed. If the day camp session is for a short period, a part-time specialist should be hired. This part-time specialist should train the day camp leaders and give part-time supervision to the program in operation.

Equipment

There is no *one list* of crafts for day camping, for the crafts will vary according to location of the camp, type of participants and type of leadership. Equipment needed for a successful crafts program will vary according to type of activities planned.

Equipment is classified in two groups—general and special. Special equipment cannot be listed until the actual crafts program is planned. For example, there are special tools used in some crafts which would not be used in any other.

General equipment can be listed, however. These tools are used in all or most crafts:

Article	Number Needed
1. Awl or ice pick	1 to 3
*2. Hammer (small and large)	24
*3. Saw (cross cut)	2
*4. Hatchet	12
*5. Shovel	12
*6. Deep Pan	12
7. Shallow Small Pan	12
*8. Large Basin	6
*9. Small Pan	12
*10. File (half round 8")	12
*11. Scissors	24
12. Pins (straight)	1 large box
13. Hack Saw	2
*14. Rulers	24
15. Drill	2
*16. Coping Saw	24
17. Mixing Spoon	2
18. Mallet	2
19. Tin Snips	6
20. Hand Clamps	12

This is only a general statement. The location of the camp, the age and interest of the participants, and the character of leadership control this list. After these factors are known, the equipment list is planned by the arts and crafts specialist.

*Minimum Equipment.

"Topside" of the U.S.S. Leyte is so large that it reminds one of three football fields laid end to end.

Recreation in Uncle Sam's Navy

An officer describes play life of young men who go down to the sea.

Wilton S. Clements, LCDR., USNR

LIFE ON BOARD one of Uncle Sam's great Navy plane carriers, such as the U.S.S. Leyte, CV32, is exciting, unusual and something to talk about.

A first impression of this magnificent ship is one of amazement at her tremendous size. "Topside," or the flight deck, is so large that it makes one think of three football fields laid end to end. The Leyte is 888 feet overall length, standing more than five stories above the water line, capable of a speed of thirty to thirty-two knots per hour, and carries approximately 2,500 officers and men. These figures add up to a fairly important community.

Recreation in Uncle Sam's Navy is quite different today from that of the "good old days" of sailing vessels, Captain Bligh skippers and shanghaied crews. A keg of rum or a barrel of ale aboard ship, or being left to one's own resources on shore, are no longer the accepted forms of recreation for the fine young men who now go down to the sea in Navy ships.

Today the crew is younger. Many of them have had athletic experience in high school previous to entering the Navy. It is only natural that these lads bring with them the concomitant learnings and desires of the average young man still on the "outside". This, of course, affects their recreation life insofar as conditions on board the ship will permit. In general, opportunities are offered for aggressive, competitive or even intellectual activities.

Recreation in the U. S. Navy is planned to enable participants to expend stored-up energy, learn good sportsmanship, develop latent talents, and to find relaxation from strenuous physical work, confinement to limited quarters and a monotony of routine duties seldom found in other professions.

On the U.S.S. Leyte, as on all Navy ships, the recreation program must fit into the "plan of the day," and work takes precedence over play. Reveille sounds at 4:30 or 5:30 each morning, and everyone is busy until 4:30 in the afternoon. Such a schedule makes a long day, but youth will always have the desire and energy to play. After the last mess gear has been scrubbed, the men naturally gravitate to those forms of recreation nearest at hand or most interesting to them.

The Leyte has a recreation committee—a pattern pretty well followed by the majority of large ships—which is composed of two enlisted men from each of the seven departments. A second committee is made up of a number of officers whose collateral duties are welfare (keeping books on the welfare fund), and athletics (coaching varsity teams), a representative of the executive officer and a bos'n to speak for the petty officers. The chaplain acts in an advisory capacity to both committees. He is chairman of the enlisted men's committee, calling the meeting to order, stimulating their thinking and then quietly withdrawing in order to give the men democratic freedom in planning their own program.

A written report of the enlisted men's meeting is forwarded to the officer representatives, who carefully consider all requests and then pass them on to the ship's captain for final action. An interesting statement was made by the chaplain, Padre L. H. Marchino, who said, "In the majority of cases there has been complete agreement and full sanction by the officer group as to the original wants of the enlisted men's committee and the captain acted accordingly."

Recreation for a ship's company may be arbitrarily divided into two general categories. The first is, of necessity, the type which can be enjoyed on board a ship, usually limited in area and facilities. The second is that conducted ashore.

In the first classification one finds greater space on a carrier, such as the Leyte, than on any other kind of ship. This is made possible by transferring the planes from the first, or hangar deck, to "topside." Such a transfer makes room for a basketball court, badminton and volleyball court, a boxing and wrestling ring, and a place for ball playing.

At night, in this same area, a large movie screen is unfolded from the ceiling, and hundreds of men sit in comfortable folding chairs to see what Hollywood has to offer. Just forward of the movie screen is elevator number one, which can be lowered from the flight deck to four or five feet above the hangar deck to make a fairly satisfactory stage —unless it is raining. Here are held the "smokers" or "happy hours," when all kinds of talent from the company may participate. They include wrestlers, boxers, singers, magicians, dancers, storytellers and musicians, as well as celebrities from stage and screen when the ship is in port.

The more passive forms of recreation on board the Leyte are to be found in the enlisted men's lounge. Here a piano, a juke box, a radio, reading, writing and smoking facilities, card games, checkers, chess and the "good ole" Navy game of cribbage are enjoyed. The hobby shop is located one deck below, with facilities for leisure-time handcraft projects—in wood, leather, metal, plastics and similar materials. A competent chief is the volunteer instructor, and it is only natural that making model airplanes is a favorite hobby of many of the carrier's personnel.

The ship's library and newspaper come under the direction of the chaplain, and offer splendid opportunities for the crew to express themselves in print or to read the efforts of others. The library contains hundreds of good books, pamphlets, magazines and phonograph records, all of which may be borrowed for a seven-day period. Equipment for printing the newspaper includes a vacuum fed press and other modern machinery, with facilities for making cuts from photographs taken on shipboard. Dances and special parties on board the ship are enjoyed while at anchor in both home and foreign ports.

The second recreation classification usually consists of parties ashore, picnics, golfing, swimming, horseback riding, and countless sight-seeing tours with the ever popular snapping of pictures, the buying of dozens and dozens of foolish souvenirs, and the consuming of amazing amounts of food.

Two outstanding recreation events have been sponsored by the Leyte crew. The first was an unusual Christmas party, given in 1947 and 1948 for the underprivileged children in and around their home port of Quonset, Rhode Island. The second was the Good Will International Track and Athletic Meet at Izmir, Turkey, in 1947. Both of these projects proved the crew of this gallant ship to be unselfish, brotherly men, blazing new trails in recreation as well as in aerial naval warfare.

The one criticism of the recreation program on the U.S.S. Leyte is true for the majority of ships in Uncle Sam's Navy. While it is an accepted fact that there is great need for a desirable recreation program to keep up a high morale, it is just as true a fact that a limited budget prevents expert recreation officers from being assigned to even the larger ships. As a result, many ships' company officers, already overloaded with departmental duties, are given the additional assignment of handling the recreation program. Furthermore, the majority of these officers do not have the training to perform their recreation duties in the most satisfactory manner.

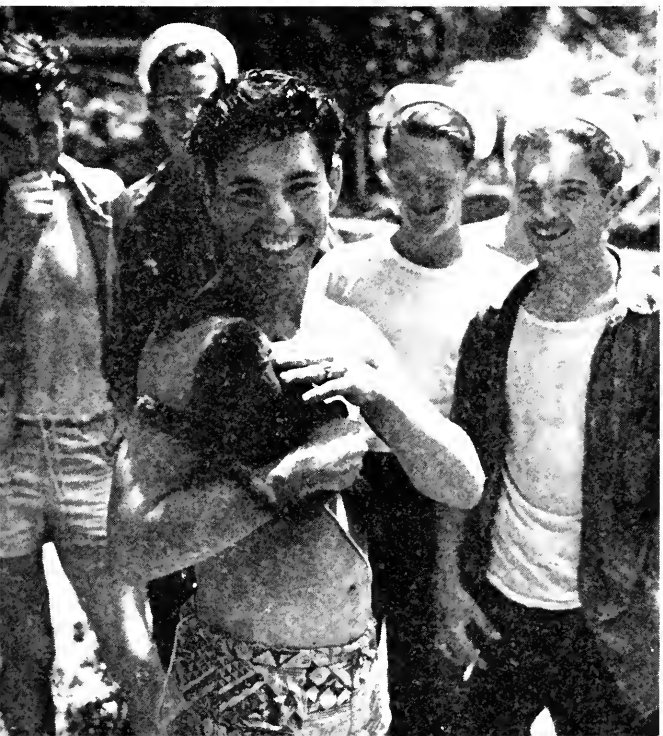
World War II has demonstrated that recreation can be handled best by officers and men trained in recreation, who are not handicapped by numerous other duties and who are responsible directly to the executive officer and the captain of the ship.

Men have a choice of a variety of activities. Deep sea fishing is exciting, and a favorite sport of many.

NAVY RECREATION

has changed since the days of sailing ships

Navy men enjoy parties, picnics, sports and sightseeing tours ashore — and sometimes acquire pets.



In enlisted men's lounge a piano, juke box, radio, reading, game facilities offer fun and relaxation.

Members of the company take part in "smokers" which uncover all kinds of talent, from boxing to singing.

Hobby shop has facilities for many handcraft projects, including the favorite—making model planes.

Tentative Outline

31st NATIONAL RECREATION CONGRESS

Municipal Auditorium

SEPTEMBER 12-16, 1949 • NEW ORLEANS, LA.

DATE	MORNING		AFTERNOON		EVENING
	9:15 - 10:45	11:00 - 12:30	2:30 - 4:00	4:15 - 5:30	8:15 P. M.
Sunday			Registration Opens (No. Liberty Street Entrance, Municipal Auditorium)		
Monday September 12	Administrative Problems of Recreation Executives Industrial Recreation Conference Hospital Recreation Programs Recreation in Colleges How to Serve the Recreation Needs of Rural Areas and Small Communities		*Activity Sessions* Arts and Crafts Music Social Recreation	*Activity Sessions* Arts and Crafts Music Social Recreation	OPENING GENERAL SESSION
Tuesday September 13	**Discussion Groups** Camping I One-Man Staff Local Board Members Research Older People Playgrounds Industrial Recreation Conference	**Discussion Groups** Camping II Training I Television Service Men Citizen Boards Reservoirs	TOUR OF NEW ORLEANS SPECIAL MEETINGS		GENERAL EVENING SESSION
Wednesday September 14	Breakfast under the Oaks (Begins at 7:30)	**General Session** *Summary Reports* College Recreation One-Man Staff Camping Local Board Members Rural Older People Playgrounds Television Research Reservoirs	**Discussion Groups** Training II Sports and Athletics I Public Relations I State Agencies I Pre-School Children Church Recreation Program	*Activity Sessions* Arts and Crafts Music Social Recreation	GENERAL EVENING SESSION
Thursday September 15	**Discussion Groups** Sports and Athletics II Public Relations II State Agencies II Planning for Larger Population Holidays and Celebrations Park Administration and Programming Personnel Standards	**General Session** *Summary Reports* Service Men Official Boards Training Public Relations Pre-School Children Church Recreation Programs Planning for Larger Population Holidays and Celebrations Park Administration and Programming	CRUISE DOWN THE MISSISSIPPI SPECIAL MEETINGS		MARDI GRAS BALL
Friday September 16	**Discussion Groups** Problem Clinic Housing and Real Estate Girls and Women Pet Ideas Infantile Paralysis Tourist Recreation	**Closing Session** *Summary Reports* Sports and Athletics State Agencies Personnel Standards Problem Clinics Housing and Real Estate Girls and Women Pet Ideas Infantile Paralysis Tourist Recreation	The official program giving personnel, exact time and place for each of these meetings will be available at the Congress for every delegate who registers. Speakers at the evening general sessions and their topics will be announced later. ALL CONGRESS SESSIONS WILL BE HELD IN THE NEW ORLEANS MUNICIPAL AUDITORIUM. PLEASE USE THE ENTRANCE ON NORTH LIBERTY STREET. Topics are abbreviated above. For full wording see list which appears below.		

Topics for Group Discussion

Administrative Problems of Recreation Executives
Problems Old and New of Local Board Members
What is the Place of Citizen Boards in the Administration of Park and Recreation Programs?
Camping Programs of Public Recreation Departments
Recreation Program Possibilities for Churches
Living While Learning at College—College Recreation Programs
New Trends in Programs for Girls and Women
Community Observances of Holidays and Special Occasions
Hospital Recreation Programs
What Progress Is Being Made in Improving Recreation Standards in Housing and Real Estate Developments?
Pet Ideas
Industrial Recreation
Adapting Programs because of Infantile Paralysis and Other Epidemics (A committee report and open discussion)
Living Begins at 60—Recreation Programs for Older People (A demonstration)
The One-Man Staff—How to be a Recreation Executive and Everything Else
Basic Principles of Park Administration and Programming
Recreation Personnel Standards
Planning Recreation for Our Growing Population
Fundamentals of Playground Operation
Public Relations
Bring Your Problems to the Experts—A Problem Clinic
Resolved: That Community Recreation Departments Should Provide Programs and Leadership for Pre-School Children (A debate followed by discussion)
Recreation Use of Reservoirs and Other Water Areas
What New Information Do We Need? A Round Table on Research
Community Services for the New Young Servicemen
Sports and Athletics (A committee report and open discussion)
New Developments and Trends in State Recreation Agencies
Effects of Television on the Use of Leisure-Time
New Trails in the Field of Recreation for Tourists
In-Service Undergraduate and Graduate Training Programs

World at Play

Commission Pitches In — The vast softball and baseball program which is carried on in Williamsport, Pennsylvania, is certainly a major part of its summer recreation picture each year. In fact, the city's ball leagues were written up in detail in the May 14, 1949 issue of the *Saturday Evening Post*. The Recreation Commission also points with special pride to some 280 non-playing men who have been the heart of the program, volunteering their time and effort.

The Commission itself has served in a clerical and advisory capacity to the Williamsport Association of Softball and Baseball Leagues. This has included fifteen leagues, seventy-one organized teams, 1,200 players and 280 adult leaders. Williamsport's Recreation Commission has helped by maintaining a clearing house for the scheduling of all softball games and baseball games; assisting in the establishment of the Mid-City League for boys from the ages of thirteen to fifteen; working in conjunction with the Williamsport Technical Institute for the layout of Consistory Baseball Diamond and preparation for fill, and in other ways.

Strrrrike!—Once again, boys and girls in the City of New Orleans have been given an opportunity to take part in a series of free bowling clinics and sessions. Instituted several years ago by the New Orleans Recreation Department, the clinic continues annually to conduct a six week period of bowling instructions, free of charge to all participants. All a youngster has to do to take part in this bowling program is to report to the alley closest to his home every morning at nine a.m. and start bowling.

Almost Magic — Almost everybody in Leaf River, Illinois, decided one day that it would be nice if the youngsters had a place to play. So the butcher, the baker, the candlestick maker—in fact, almost everybody—went to a vacant lot and dug, raked, hammered and sawed. By nightfall, the lollipop brigade had their playground, complete with swings and see-saws.

Sounds Like Fun—The citizens of East Hartford, Connecticut, will soon have another beautiful place in which to spend their leisure hours. Forty-three acres of land and a sixteen-room Swiss chalet have been donated to the town by the United Aircraft Division of the Pratt and Whitney Aircraft Company. The building contains a huge ballroom, dining room, locker rooms, refreshment bars and many additional rooms necessary for a well-rounded program of social recreation. In addition, tentative plans call for a nine-hole golf course, a day camp, picnic areas, nature trails, and a bridle path. Winter activities will include a ski run, toboggan slide, ski jumps, and a ski tow.

1949 Resolution—As a result of an analysis of Milwaukee's leisure-time needs, made last summer by the Municipal Recreation Department's staff, attention is being centered on providing extra-curricular activities after school for the city's grade school children, both public and parochial. Therefore, the department is planning the expansion of its program and facilities in 1949, adding eighteen after-school social centers for grade school children, four evening social centers for teen-agers, four gymnasium centers for municipal basketball, forty-two spring and fall playgrounds, and ten summer playgrounds to its present attractions.

Fourth Estate Plus—Miami, Florida, claims that it has the first youth movement in the nation which combines newspaper activities with a program of recreation. Each Friday, the *Youth Roundup,* written by and for the young people of Dade County, is published as a two-page weekly section in the *Miami Daily News*. These two pages offer interviews with celebrities, across the sea correspondence, news of recreation activities, poetry, fashion news and other features of interest to boys and girls.

Just recently, a twelve-page, first birthday edition of the *Roundup* was issued, representing one year's work with youngsters from the first grade through high school.

In the Field . . . Lebert H. Weir

LEBERT WEIR, well-known and loved recreation worker, who has been in there pitching almost since the recreation movement was born, is a Scotsman—and proud of it. The blue tie, which but incidentally matches his eyes, is usually a carefully chosen Weir plaid originated by his ancient clan in the Scottish highlands. His ancestors, he tells us proudly, were brigands—lawless, fighting people who usually managed to be in disgrace with their king. Perhaps this helps explain Lebert Weir's tenacity in his life-long fight to help American youth and American communities realize their right to an opportunity for free, healthy and constructive play.

Though he has the canny Scot's distaste of spending a foolish dollar, for which he takes a great ribbing from his fellow workers, his life through the years speaks for his outstanding generosity. Without fail, the many communities in which he has lived have been left better places because he resided there. Volunteer activities, on his own time, and in addition to his professional responsibilities, have again and again contributed greatly needed help in furthering local recreation and health services.

Mr. Weir is a graduate of the University of Indiana, and through the years has taken post graduate work at Leland Stanford and the University of Cincinnati. He has also studied park and recreation developments in Europe as an Oberlander Fellow. Back in 1909, when Howard Braucher first came to the National Recreation Association, articles were appearing in the old Playground Magazine about vigorous and interesting experiments in the field of recreation which were being conducted in Cincinnati, Ohio. In 1910 Mr. Braucher went out to investigate, and to meet the man responsible—Lebert Weir.

At the time of Mr. Braucher's visit, Mr. Weir had been chief officer of the juvenile court for five years. During this period, one of his prime concerns had been ways in which to keep youngsters out of court. In 1907 there had been trouble with the street trades' boys, thievery and gangdom, and Lebert Weir acted without delay. Believing that the supplying of good, healthy recreation was the answer to the problem, he promptly founded the Newsboys Protective Association, raising several thousand dollars privately, setting up a board of directors. When he left Cincinnati in 1910, over 2,500 boys belonged to the club, and never had a single one from that group appeared in the courts.

After the club was well-established, he launched a campaign for a million dollars for establishing local playgrounds. The city council was not convinced, but put the project on the ballot to please Mr. Weir and his friends. Newsboys helped mightily with the campaign, distributing buttons and leaflets on street corners. The issue won by a large majority. The first money was spent for two blocks of old tenements, and a model playground was constructed. A man and a woman were put in charge of the playground and small community house—there being no trained leadership available in those days. Juvenile court cases had dropped off seventy-five per cent the first year, within a quarter-mile radius of that playground. Mr. Weir had access to court records, and these statistics are accurate.

This, then, was the man whom Mr. Braucher asked to be the first field secretary for the Playground Association of America—which eventually became the National Recreation Association.

"When he asked me if I would be interested in the work," states Mr. Weir simply, "I said I couldn't think of anything that would interest me more." He immediately made arrangements to re-

sign in Cincinnati. At the time he owned a thirty-one acre farm outside of the city, using it for his boys. He had made a practice of taking them there individually, keeping them two and three weeks at a time, teaching them gardening, hunting, fishing, nature lore. They had never before experienced this individual attention, and he received great satisfaction from the affect it had upon their lives. Eleven years later he deeded the property to the Cincinnati Union Bethel—a social settlement—to be used as a park, recreation and camp site for employed girls and women.

In 1910, therefore, he came to New York, delighted with the opportunity of working in a wider field, to take up his duties as traveling representative for the Playground Association. As he puts it, "I am the first, oldest and last" of that advance guard. Five others were quickly selected to join him, Jimmy Rogers being one who came on the staff part-time in 1912, full-time in 1915.

In 1911, Lebert Weir set out for the west coast to work throughout the western states, but principally in California, Oregon, Washington and British Columbia. In 1914, he returned to the midwest to help set up the present recreation system in Racine, Wisconsin. He then launched upon a series of community surveys and the setting up of recreation programs, which were to extend through his many years of service to the recreation movement, and were to take him the length and breadth of the land, to the Virgin Islands, to Europe.

When the war came along in 1917, he was engaged in checking up on difficulties in Des Moines. He immediately was sent to St. Paul and Minneapolis to organize committees under the War Camp Community Service, then to Des Moines for the same purpose, and to Trenton, Hattiesburg, Pensacola, Alexandria. While still in the South, he was asked to drop everything to go to Chilicothe, Ohio. In three or four months after arriving there, he had strengthened the program, raised a half-million dollars, and set up a model community for recreation at the edge of the Army camp. Called the Camp Sherman Community Group of Buildings, this was to become a training ground for the rest of the National Recreation Association workers, with Jimmy Rogers in charge of training

For a time Lebert Weir was general director of War Camp Community Service work in a variety of communities, finally going to Washington, D. C., where he remained to the end of the war and for about a year afterwards. Thereafter he went to New Mexico, to do field work there, in Arizona and in Texas. While in Silver City, the Weirs owned their own home, behind which Lebert constructed a nine-hole golf course, "the like of which has never been seen before or since"—to use his own words. He put in concrete tees, and greens made of iron filings. A golf course was an unheard of thing in the town, and though the populace came to laugh, they stayed to play. When he left, he turned it over to the community. The Silver City Community Golf Club maintained and operated it for eight years and then purchased and constructed a new course.

Among other extra-curricular activities while there, his active concern for public welfare led him to organize the Community Recreation Association of Silver City, realizing three dollars per capita in his fund raising. "This shows," he says, "what you can do in a small place." Local recreation groups put on Broadway theatrical productions, taking in as much as $2,500 for a performance.

"In another southwestern city, however, conditions were really terrible," he observes, reminiscently puffing his ever-present cigar. "I made some studies of social conditions, as I always do when I move to a new place, and decided to tackle the health situation first. Nothing was under health supervision. Why, the death rate was twenty-eight per thousand, totalling an average of ten years!"

To Lebert Weir, this fact was like a red flag. He marched to the chamber of commerce offices and laid down an ultimatum. "You are advertising this town as a health center," he said, "and it's not right, with what I've seen of health conditions. I'm going to do something about it; and, unless you get behind me, I'm going to tell the world!" At that time the public appropriation for health supervision was only $1,900. The health department was reorganized with an adequate appropriation, and the community now has one of the most effective health departments in the country.

Next he tackled the local juvenile delinquency problem. During this time he was on leave of absence from the Association, so—like the typical busman on a holiday—he set himself up as chief juvenile officer. While getting the situation in hand, he established a small and very successful sanitarium for indigent tuberculars, organized a social workers group, raised money on a community chest plan, established a twelve months' school plan with plenty of play for the children, arts and crafts, games, trips to the mountains.

Over the period from 1910 to 1937 he worked in every state in the Union, not being assigned to one territory. Results of his work were compiled in book form along the way: "A Practical Recrea-

tional Manual for Schools," published by the State Department of Public Instruction, Oregon, in 1914; "Vocational Recreation in Indiana," published by the University of Indiana in 1916; "Buffalo Survey" in 1924. A series of national surveys led to the assembling and publication of "Camping Out—A Manual of Organized Camping," his nation-wide study published in 1924; "Parks—A Manual on Municipal and County Parks," a two-volume, widely accepted work published in 1928.

His work in succeeding years has been a mixture of many responsibilities. Currently he has been interested in promoting the establishment of state recreation consultant services in Kentucky, Indiana, Illinois, Wisconsin and Minnesota; and in promoting and establishing courses of instruction in recreation leadership in the institutions of higher learning in these states.

Amazingly, somehow, he has found time to make a study of wild flowers all over this country, in the West Indies and in Europe, and he is recognized by many park men as an authority on plant life, "mistakenly"—or so he says.

As one would expect, with his questing mind, another of his hobbies is that of continuous study, and he owns a large library. At his old home in Indiana, on a farm of three hundred acres, he has accumulated his prized collection of books, a large collection of local Indian relics, and paintings done by artists locally and in New Mexico. He has planted 35,000 trees, has 125 acres of woodland, 100 acres under cultivation, the rest in pasture land—and has had the same resident farmer taking care of the place for thirty years. The farm is an experiment in scientific farming and soil conservation.

Mr. Weir sums up his amazing number of extra-curricular activities with an embarrassed laugh, "Many interests are very important to a rich, full and useful life, as we all well know!" Next year he will have been forty years in the recreation movement.

Canoemanship Tests

As published and distributed by the Jacksonville Recreation Department

These are official canoe tests adopted by the Seminole Canoe Club of Jacksonville, Florida, and the Dixie Division, American Canoe Association.

Novice

Prerequisite: Demonstrate competent swimming ability. Swim 100 yards, jumping in feet first and treading water for one minute. This should be done with ease, satisfying the examiner that the candidate can take care of himself under normal conditions.

1. Demonstrate ability to launch canoe properly and take canoe from water without sliding on keel. Use an assistant.

2. Demonstrate alone, and with companion, the proper method of entering and leaving a canoe from float or pier; from beach.

3. With companion, demonstrate good paddling form, both sides, bow and stern.

4. Be able to tie and use properly: square knot, bowline, two half-hitches, clovehitch.

Canoeist

Prerequisite: Pass novice test.

1. Explain emergency method of repairing a one-inch hole through canvas and planking, using such materials as would be in the repair kit of a camping outfit and such as can ordinarily be found on a camping trip.

2. Explain emergency method of repairing a paddleshaft broken three inches above the blade.

3. Explain, giving reasons, what woods make the best paddles and how long a bow paddle and stern paddle should be.

4. In cruising-kneeling position, amidship, demonstrate balance by rolling canoe rapidly from side to side for thirty seconds without touching gunwales. Repeat in standing position. Repeat, seated on seat or thwart.

5. Vault out of canoe without losing contact, in deep water. Get aboard properly, without shipping

water into the craft.

6. Fully dressed, capsize canoe in deep water twenty-five yards from landing place. Get in swamped canoe and hand-paddle to landing. Properly land and empty canoe without help.

7. With a companion (who is a competent swimmer), launch canoe properly from pier or shore; board it, taking stern position and companion bow position. Using single-blade paddles, paddle straight for 220 yards, make right circle turn, then left "u" turn. Change paddling sides and return to vicinity of start. Stop and then execute right and left pivot turns.

8. Change places correctly while afloat and repeat test, candidate in bow, companion in stern.

9. Alone, in canoe without ballast, paddle a straight course with double blade for 220 yards. Execute right circle turn, then left "u" turn. Return to starting point, stop, execute a right pivot turn and make proper landing.

10. Repeat test number 9, paddling with single blade.

11. A companion (who is a competent swimmer) is calmly clinging to the bottom of a capsized canoe. Alone, in a canoe, make the proper rescue. Safeguard companion; rescue swamped canoe, emptying it across gunwales of your canoe. Launch and steady it while companion resumes his place in it.

12. Demonstrate and explain uses of: "J" stroke, bow stroke, bow rudder, crossbow rudder, sculling, draw stroke, push-over, pull-over, sweep stroke, backwater stroke, underwater stroke, "C" stroke.

Master Canoeist

Prerequisite: Pass novice and canoeist tests.

1. Demonstrate and explain proper paddling form: racing, single and double blade; cruising, single and double blade.

2. Cruise at least 100 miles in one year, under American Canoe Association rules, making the following types of cruises, each of ten miles or more: one man, single blade; one man, double blade; two or more men, single blade; two or more men, double blade; camping thirty-six hours or more, carrying full equipment.

3. Swamp a canoe, shake it out and get aboard.

4. Effect the rescue of an apparently drowned person, going overboard and retaining contact with the canoe, getting him safely aboard canoe, and demonstrating artificial respiration.

5. Explain the mechanics of paddling, covering the advantages and disadvantages of each style—on seat, one knee, two knees.

6. Describe, in writing, the various types of paddling canoes, construction and characteristics.

7. Describe, in writing, the various types of sailing canoes.

8. Know and define various terms applied to canoes and sailing rigs.

9. Demonstrate ability to execute the following maneuvers in a sailing canoe: getting underway, sailing close-hauled, broad-reach, running, coming about, jibing and landing.

10. Write a brief history of canoeing.

11. Show knowledge of elementary navigation —map and chart reading; use of compass, sun and stars for direction; knowledge of tides and currents, and so on.

12. Satisfy examiners regarding general knowledge of canoeing and ability to care for self, canoe and companion under all circumstances, including injury to anyone, through any further questions or tests they may see fit to give.

For each test passed, the canoeist shall be entitled to one chevron, orange in color, to be placed on canoe or paddles. After the third chevron is won, the interlocked letters MC or the words Master Canoeist may be placed below it. Chevrons should be six inches by one inch for the canoe, four inches by three-quarters of an inch for paddles. Unauthorized use of this insignia is not permitted at any time.

A popular summer sport, canoeing requires skill and care. Here enjoyed at Palisades Interstate Park.

Hostels

in England and Wales

Bernard Trayner

THE YOUTH HOSTELS Association of England and Wales, which last year experienced the busiest year in its history, is a fine example of what voluntary effort can achieve. Now the largest youth hostel organization in the world, it consists of 280 hostels and nearly a quarter of a million members who, during 1948, spent over a million nights in hostels. Although its growth has necessitated a paid staff, most of the work is still done voluntarily by members, who serve on committees, as secretaries of local groups, as relief hostel wardens; operate information and sales services and undertake decorating and repair work.

By providing accommodations to enable young people of limited means to explore the countryside, the YHA is fulfilling a real need. The value of its work is recognized by the Ministry of Education, which makes some grants towards the purchase price of hostels. Even so, a large part of the price, and the entire cost of maintenance, have to be met from the Association's funds. The management of the hostels, achieved largely by voluntary service and financed mainly by members, is not only a tribute to the youth hostellers, but also a justification of the faith of the pioneers who founded this Association in 1930.

In 1948, the YHA's main activity was hostel development. The record membership, combined with the acute shortage of housing and building materials, presented a unique problem. Before the war, the Association had over 10,000 beds for 83,000 members—about one bed for every eight members. In 1947 there were only 12,000 beds for nearly 190,000 members—one bed for every fifteen. In addition, there is an evergrowing stream of hostellers from abroad.

The search for new hostels goes on unceasingly. In each of the country's nineteen hostel regions, workers devote leisure hours to the inspection of property. Nothing from a barn to a castle is overlooked. This year twenty new hostels have been opened, ranging from a village school in Devonshire to a Norman castle on the Welsh border. However, hostellers' requirements are different from those of school children or Norman barons, and the purchase of a building is the signal for large-scale changes and repairs, frequently undertaken by voluntary labor. Walls are knocked down to make dining rooms; kitchens are equipped; additional provision is made for washing and sanitation facilities. So urgent is the need for hostels that this year some were opened before alterations could be completed, and the first visitors helped to prepare the premises for later arrivals.

Working parties do not confine their activities to the Association's hostels. Groups have visited war-devastated countries in Europe to help other associations make a new start. At home, volunteers have spent their holidays in clearing barbed wire entanglements from cliff tops; others have helped farmers with their harvesting; members interested in forestry have helped the Forestry Commission.

The YHA takes a special interest in preserving the countryside. By every means possible, the need for considerate behavior is brought to the notice of hostellers. The farmer has come to realize that they need not be a menace, and hostellers have learned that their playground—the countryside—is also the countryman's workshop.

The YHA of England and Wales also finds time for research into various aspects of hostel life and administration. Such work, however, does not cause members to lose sight of the fact that hostels are not an end in themselves, but only the means whereby young people can be encouraged to know, love and care for the countryside.

Mr. Trayner, staff member of the Youth Hostels Association, has charge of publications and publicity.

Stephen S. Wise

THE WORLD GAINED immeasurably because of the life and spirit of Stephen Samuel Wise, whose recent passing was so widely mourned. Stephen's father, a Hungarian rabbi in Budapest, had expressed a longing, at the time of Abraham Lincoln's death, to go someday to the land of the great emancipator to live. This dream came true when Stephen was one year old, the family settling in this country in 1875.

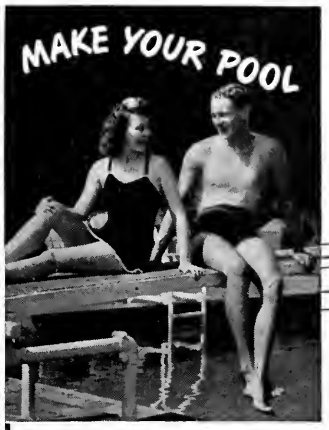
At Columbia University Stephen Wise earned his baccalaureate at eighteen years of age and his doctorate at twenty-one. During his brilliant career, honorary degrees were conferred upon him by colleges and universities across the country.

After serving rabbinates for seven years in New York City and six years in Portland, Oregon, Dr. Wise returned to New York in 1907. Militant, liberal and fearless in thought and action, he founded the Free Synagogue in New York and served as its rabbi until his death.

Where no organization existed to further a cause that, in his judgment, was important and right, he was ready to fight for the cause and to help create a strong supporting organization. He founded the Oregon State Conference of Charities and Correction, the Eastern Council of Liberal Rabbis, the Jewish Institute of Religion, and the Near East Relief, and served as leader in many organizations designed to help bring about better relations between Jews and Christians. He helped to found the Zionist movement and was one of its great leaders. The recent establishment of the State of Israel, for which he had labored long and faithfully, was particularly gratifying to him.

Dr. Wise was unalterably opposed to anything that tended to deprive any child of his rights as an individual. He served as Commissioner of Child Labor in Oregon and as a trustee of the National Child Labor Committee. In 1910, at the fourth National Recreation Congress in Rochester, New York, believing heartily in the recreation movement, he spoke vigorously against exploitation of children. In 1923 he was elected an honorary member of the National Recreation Association, in recognition of his strong moral support of this movement, which serves individuals without reference to their race, color or creed.

As the *New York Times* said of Dr. Wise editorially, "A strong believer in one world, with justice for all peoples and races and faiths, he left his mark on the history of our time."



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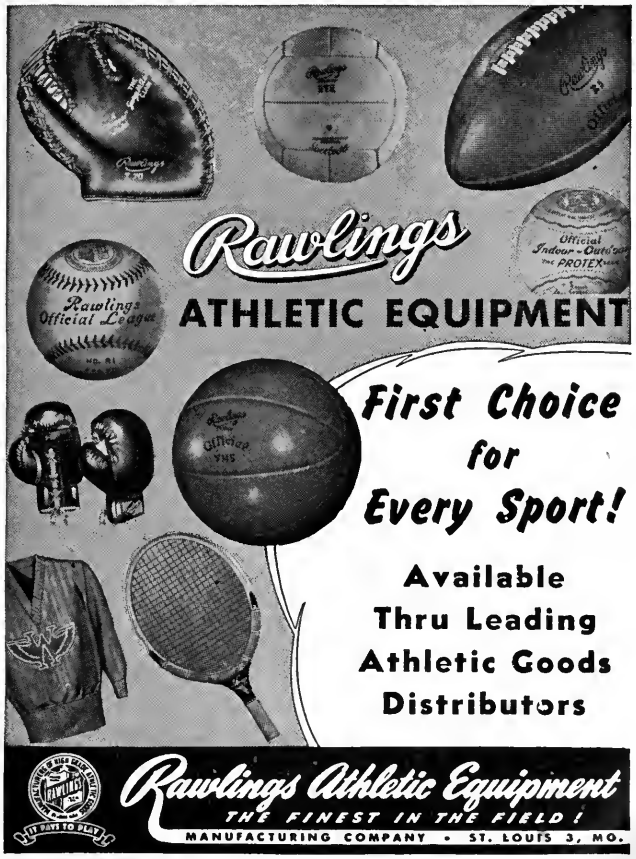

State News Notes

The Governor of Washington on May 31 called the first meeting for the formation of the Inter-Agency Council for Recreation. A committee of three was chosen to perfect the organization. At the next meeting, each state department will present a description of what it is doing in recreation at the present time.

At a meeting of the executive committee of the Minnesota Governor's Advisory Recreation Committee, it was decided that a bill should be presented to the 1951 legislature for the creation of a state recreation commission, to be set up to devise ways and means of carrying on the state consultant service; to look into the possibilities of establishing demonstration county systems of recreation; to make provision for the Governor's Advisory Committee to remain in existence and for its executive committee to continue active.

California and Washington legislatures have made substantial appropriations for recreation during their current sessions. In California, $88,799 have been appropriated for the California Recreation Commission for the next fiscal year. Washington's Park and Recreation Commission appropriation for the next biennium includes approximately $80,000 for recreation consultant service. Also, Washington again appropriated funds for the Office of Public Instruction's extensive program of state aid to school districts for community recreation programs, amounting to $250,000 for the biennium.

The Michigan Inter-Agency Council on Recreation is working on a study of recreation services of the various member agencies of that group. The actual work is being done by a graduate student at Michigan State College, who presents regular progress reports to the Council for discussion. At a recent meeting, the secretary reported several examples of the coordination of services through the council. He told of several instances where requests for service had been channeled to the appropriate department. All communities asking for assistance have been accommodated.

A concurrent resolution has been passed by both the senate and the general assembly in New Jersey, creating a commission to investigate and report to the legislature on the recreation needs of the state.

The Pennsylvania State Planning Board has issued a recreation manual for communities in that state which are attempting to solve their community recreation problems. A digest of state laws has also been compiled.

A community activity specialist has been employed by the Agricultural Extension Service in Arkansas. He will give full time to recreation.

The California Recreation Commission has compiled and published "Laws Relating to Recreation." The commission has tried to bring together, in a single volume, an abridgement of the general state and federal laws and the codes relating to recreation in California. It has also recommended to the governor the formation of an "Inter-governmental Committee on Recreation," to be composed of representatives of all federal and state agencies with recreation functions in California. Purposes cited by the commission include establishing channels for consultation and exchange of information relating to recreation programs for communities, determining problems and services that may need the attention of the various agencies, and establishing cooperative projects, when necessary, involving coordinated services of two or more agencies.

In the appropriation bill for the Department of Labor and the Federal Security Agency for the fiscal year beginning July 1, 1950, there is an item of $1,000,000 for grants to state and interstate agencies for research and surveys on prevention and control of water pollution. An additional $1,300,000 is provided for staffing headquarters offices, for a laboratory for necessary research, and for staffing fourteen basin offices organized on a major watershed basis.

Harry M. Hooker

HARRY MIX HOOKER died in Niagara Falls, New York, on April 9 at the age of seventy-six. Mr. Hooker, an honorary member of the National Recreation Association, was the recently-retired chairman of the board of the Hooker Electrochemical Company.

Prominent in industrial affairs in his native New York state and throughout the country, he was very active in banking, public utilities and civic affairs in Niagara Falls. Although constantly under pressure because of his many business and professional interests, he remained ever alert to the call of a social conscience which kept him active in many good works. Those fortunate enough to work with him from time to time, on projects of mutual interest, always came away impressed by the kindliness of his spirit and the breadth of his vision in organization and planning.

Always interested in reports of the National Recreation Congresses, and particularly in the industrial section, Mr. Hooker also welcomed any word of progress in public recreation, either in his home city or in other parts of the country. He was enthusiastic about the Association and spoke of its work as "important and useful." He contributed personally toward its support from year to year, and in Niagara Falls helped as a volunteer in securing financial support for the national work.

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Vandalism

PARK AND RECREATION leaders throughout the country are continuously faced with the problem of vandalism. This problem is not confined to any particular type of park area, but is present from the small city square to the national park area. In general, the destruction and defacement of park and recreation property is caused by thoughtlessness. Part of it, however, is the result of maliciousness and, to a lesser degree, theft.

Efforts to combat vandalism follow three lines: design and construction, policing, and more effective conservation education.

A number of communities, in designing new areas or redesigning old ones, try to arrange for the location of active-use areas at the edges of larger park areas, so that children and youths can find outlets for their energy without going very far into the park area itself. Much of the damage to buildings' interiors is reduced by a type of interior wall construction which makes writing and carving difficult, if not impossible. Good lighting also contributes to the reduction of vandalism, particularly in comfort stations and locker rooms. Some places have special post or wall panels for those who must carve or write.

Policing is essential to curb the serious malicious damage and theft. Most park leaders agree that special park police are most effective in meeting vandalism as well as other law enforcement programs in park areas. City police departments too often assign too few men—with many of the few from among the older and less effective officers available. Then, too, other demands for police service put park needs in the background.

The chief reliance of park and recreation executives is on education—beginning with the education of children and youth in school. This basic conservation program, carried on intensively in a number of states, is supplemented by special programs in connection with nature trails and museums, nature guide service, radio programs and newspaper and magazine articles. One type of publicity, however, has proved harmful rather than helpful—that given to acts of vandalism committed locally. Articles of this kind frequently are followed by temporary waves of vandalism.

Another effective way of reducing this problem in neighborhood recreation areas is through the activities of neighborhood recreation councils and parents' groups. Youth participation in program planning is also important in developing a sense of personal responsibility for the care of the areas and facilities in which the activities are carried out.

In Newark, New Jersey, for example, an alert community director enlisted the interest of the "Lily White Gang"—which formerly had been the source of vandalism and rioting—and gave them positions of leadership in the program. One night, the police department called the community center director and said that he had the leader of this gang. At two o'clock in the morning, the community center director went down to the center for his records, which showed that all members of the gang were actively engaged in community center activities at the time the recent police trouble had taken place. The group was freed and, from that time on, they have been model leaders in the neighborhood, and protectors of all property and activities concerned with the center.

In a Michigan state park, the officials have set aside a "rumpus area" where people may chop, destroy and give vent to whatever it is that makes them want to tear things down.

In one area in New York City, a lot of markings and other forms of vandalism ceased when the swimming pool was opened.

Around one community center in Chicago, where vandalism had been rampant, the leader brought in the gang, asked for their ideas in terms of program, and then gave them paint and tools to restore the community center. He also cooperated with them in laying out the recreation area, giving them the responsibility of protecting the newly laid out fields and newly decorated center. From then on, the rules were not only obeyed, but strictly enforced by these boys themselves.

In Plainfield, New Jersey, the recreation director, a social worker and a psychiatrist studied the list of boys and girls who seemed to have a predisposition to juvenile delinquency. They were carefully integrated into the recreation program, and all concerned seem to feel that this effort has been particularly worthwhile in checking potential juvenile delinquents.

Recreation News

Bequest for Parks and Play Areas

A $500,000 TRUST fund, to be used for the development of park and recreation areas in Portsmouth, New Hampshire, has been created under the will of the late Miss Josie Fitts Prescott. Born in Portsmouth, the former school teacher, who died in January at the age of ninety-one, had inherited fortunes from both her brother and sister.

The trustees of the half-million dollar fund are fully empowered to develop an area designated by Miss Prescott, and within five years must offer to convey the deeds to the city. During her lifetime she had financed the development of this particular park and recreaton area in which she was greatly interested. Waldo R. Hainsworth, New England district representative of the National Recreation Association, is keeping in touch with city officials in the planning of the project.

Recent Appointment

FRANK L. BRUNCKHORST, who was recently appointed executive secretary of the American Institute of Park Executives, replacing Dave Hovey, is carrying on his duties in the Institute's newly opened Chicago office at 30 North LaSalle Street.

Prior to taking this position, Mr. Brunckhorst was publicity manager for Bendix Home Appliances at South Bend, Indiana, for more than three years. A journalism graduate of the University of Wisconsin, he was city hall reporter and an editorial writer for the Gary, Indiana, *Post-Tribune* for twelve years. His experience also includes four years of high school teaching and a period as night editor of the Dubuque, Iowa, *Telegraph-Herald.*

Recreation and Psychiatry

PARKS AND RECREATION can play a large part in the preventive aspects of psychiatry and provide normal, healthy outlets for the stresses and pressures of modern living, according to Dr. John McMahon of the Mayo Clinic in his talk before the delegates at the Mid-Continent Regional Park and Recreation Conference in Rochester. He pointed out that park and recreation activities give what psychiatrists call outlets for aggression and the opportunity for healthy identification.

Dr. McMahon explained that an outlet for aggression is that desire, on the part of an individual who has developed internal tension, to "murder" the tennis ball or to hit a golf ball with all his might. Healthy identification means that tendency on the part of young people to identify themselves with someone they admire. This can extend to the point where a young man or woman will try to dress or wear her hair the way some adult leader or teacher does. Thus, he stressed, those who deal with young people have an important responsibility in directing their energies into proper channels.

Honored for Service

JUNE 21 WAS celebrated as Arch Flannery Day in Battle Creek, Michigan, honoring the popular recreation director and his thirty years of continued service, and also marking the thirtieth year of organized recreation in the community.

Highlight of the occasion was the presentation of a remembrance to show how much his work has been appreciated in the city. Mr. Flannery was also presented a book filled with letters of congratulation from friends and associates, signatures of hundreds of Battle Creek citizens, and other memories of the occasion. This ceremony was held in Bailey Park, preceding an evening recreation baseball game, and following a dinner held in Arch's honor.

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Books Received

An Index to Folk Dances and Singing Games—Supplement. American Library Association, Chicago, Illinois. $1.25.

Bag of Fire, The, by Fan Kissen. Houghton Mifflin Company, Boston, Massachusetts. $1.80.

Bits That Grow Big, by Irma E. Webber. William R. Scott, New York. $1.50.

Compilation of Laws Relating to Recreation. State of California Recreation Commission, Sacramento.

Design for Tennis, by Mary K. Browne. A. S. Barnes and Company, New York. $3.00.

Field of Recreation, The, by Walter L. Stone. William-Frederick Press, New York. $1.00.

420 Handcrafts Illustrated in Simple Steps, by Gloria Foreman. Gloria Foreman Publishing Company, 418 N. W. Third Street, Oklahoma City, Oklahoma. $1.98; discount on twenty-four or more.

Fun in the Water, by Thomas Kirk Cureton, Jr. Association Press, New York. $4.00.

Jerry Goes to Camp, by Albert M. Erown. Bloch Publishing Company, New York. $1.75.

Lettering. Higgins Ink Company, Brooklyn, New York. $1.00.

Little Golden Book Series—What Am I? by Ruth Leon; Nursery Rhymes; Our Puppy, by Elsa Ruth Nast. Simon and Schuster, New York. $.25 each.

Marine's Legacy, A, by Grayson D. Williams. William-Frederick Press, New York. $1.00.

Modern Dance; Techniques and Teaching, by Gertrude Shurr and Rachael Dunaven Yocom. A. S. Barnes and Company, New York. $3.75.

Mouse's House, by Kathryn and Byron Jackson. Simon and Schuster, New York. $1.00.

New Television, The Magic Screen, by Raymond F. Yates. Didier Publishers, New York. $2.75.

Outdoors Guide of Deep-River Jim. Didier Publishers, New York. Paper, $1.95; cloth, $2.50.

Papercraft, by Joseph Leeming. J. P. Lippincott Company, Philadelphia. $2.50.

Paper Sculpture, by Tadeusz Lipski. Studio Publications, New York. $1.50.

Planning—1948. American Society of Planning Officials. Chicago, Illinois.

Public Relations Committee, The—Why and How it Works, by David M. Church. National Publicity Council, New York. $1.00.

Public Welfare Director, 1949, The. American Public Welfare Association, Chicago, Illinois. $3.50.

Rural Recreation for America, by Charles J. Vettiner. Armory Building, Louisville, Kentucky. $3.75.

School Health Education, by Delbert Oberteuffer. Harper and Brothers, New York. $3.25.

This Game of Golf, by Henry Cotton. Charles Scribner's Sons, New York. $10.00.

Tiny Nonsense Stories, by Dorothy Kunhardt. Simon and Schuster, New York. $1.00.

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Understanding Young Children, by Dorothy W. Baruch; **Understanding Children's Behavior,** by Fritz Redl; **Discipline,** by James L. Hymes, Jr. Parent-Teacher Series, Bureau of Publications, Teachers College, Columbia University, New York. $.60 each.

Stuttering, by Charles Van Riper. National Society for Crippled Children and Adults, 11 S. LaSalle Street, Chicago, Illinois. $.35.

Scholastic Coach, April 1949
- Maintenance of the Outdoor Plant, George T. Bresnahan.
- Simplified First Aid, Dr. Henry F. Donn.

Park Maintenance, April 1949
- Concrete for Beauty as Well.
- Dust Control in Parks and Playgrounds.

Sociology and Social Research, March-April 1949
- Comic Books and Juvenile Delinquency, Thomas Ford Hoult.

Beach and Pool, April 1949
- Can Your Child Learn How to Swim? Clifford Kascle.
- Layout of Typical Pool.
- Control of Alkalinity in Swimming Pool Water, R. N. Perkins.

Public Recreation in Rochester. City Planning Commission, Rochester, New York.

Parents' Magazine, April 1949
- Our Town Got a Play School Plus, Jean Reiman.

Safety Education, April 1949
- Swim in Patrolled Waters—Why?

Journal of Health, Physical Education and Recreation, April 1949
- Child Growth and Development Characteristics and Needs.
- Teaching Archery with Audio-Visual Aids, Elvera Skubic.
- Recreation is Therapy, Stanley R. Gabrielsen.
- The Folk Dance Federation, Walter Grothe.
- How We Do It.

Camping Magazine, April 1949
- Trip Programs Need Planning, Roland H. Grader.
- Practical-Versatile-Flexible Cabin, Nelson Dangremond.
- Be Prepared for Polio, Hart C. Van Riper.
- Protect Your Camp Against Erosion, Ray C. Bassett.
- Outdoor Canoe Storage Racks, American Red Cross.
- A Short History of Camping, III, Gerald P. Burns.

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- Parks and People, Tom Wallace.
- Metered Mail Slogans for Parks.
- Not Parks or Schools but Parks and Schools.
- Shuffleboard—National Pastime of the "Oldsters," Nash Higgins.
- Early Swimming in Milwaukee County, Warner E. Bartram.
- Maintenance Mart.

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- "Art Is Swell." Henrietta Sharon Aument.
- Horizon in the Cultural Field.
- Wherever There Are People, Alfred Wallace.

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- Developing Love of Leisure Reading, Bessie Kibbey Lacy.

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- The High Act of Belonging, Exclusive and Inclusive Memberships, Bonaro W. Overstreet.
- Washington Polls Young Moviegoers.

Parks and Recreation, May 1949
- Bronx Children's Zoo Opens Ninth Season.
- Comparative Figures on Milwaukee Swimming Pools, Warner E. Bartram.
- Maintenance Mart.

Safety Education, May 1949
- Touchball or Not? George W. Haniford.
- Bows and Arrows, C. N. Hickman.

Education for Peace, by Per G. Stensland. Film Council of America, 6 West Ontario Street, Chicago 10, Illinois.

Parties with Purpose. Dennison, 300 Howard Street, Framingham, Massachusetts. $.25.

Fun and Folk Songs. The Westminster Press, Philadelphia, Pennsylvania.

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Planning Your Exhibit, by Janet Lane and Beatrice K. Tolleris. National Publicity Council for Health and Welfare Services, 130 East 22 Street, New York 10. $1.00.

Age Will Be Served. Brooklyn Council for Social Planning, 72 Schermerhorn Street, Brooklyn 2. $.50.

Arts and Crafts for Camps and Other Recreational Groups. Arts Cooperative Service, 340 Amsterdam Avenue, New York 24. $.25.

Twenty-four Pages for Parents, by Jean Schick Grossman. Play Schools Association, 119 West 57 Street, New York 19. $.35.

Reading Is Fun, by Roma Gans. Parent-Teacher Series, Bureau of Publications, Teachers College, Columbia University, New York. $.60.

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The Phi Delta Kappan, April 1949
- Give the People a Chance to Play, Jackson M. Anderson, Ph.D.

Beach and Pool, May 1949
- Painting the Pool.
- Pool Markings; Competitive Pool.

Extending Education, May 1949
- Extending Education through Camping.

Lighting for Sports and Recreation, by Kirk M. Reid and A. F. Nies. General Electric Lamp Department, Nila Park, Cleveland 12, Ohio. $.45.

List of Selected Recordings for Teaching Dance. Service Committee on Recordings for Dance, American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street NW, Washington, D. C.

Golf Events. National Golf Foundation. 407 South Dearborn Street, Chicago 5, Illinois. $.20.

Recommended Equipment and Supplies for Nursery, Kindergarten, Primary and Intermediate Schools. Association for Childhood Education International, 1200 Fifteenth Street NW, Washington 5, D. C. $1.00.

Hygeia, June 1949
- Death in the Ring, Thomas Gorman.
- They Play to Learn, F. Hall Roe.

American City, June 1949
- Municipally Sponsored Dramatics Contests Can Be Successful, Richard T. Torkelson.
- Michigan City's International Friendship Gardens, Joseph B. Smith.

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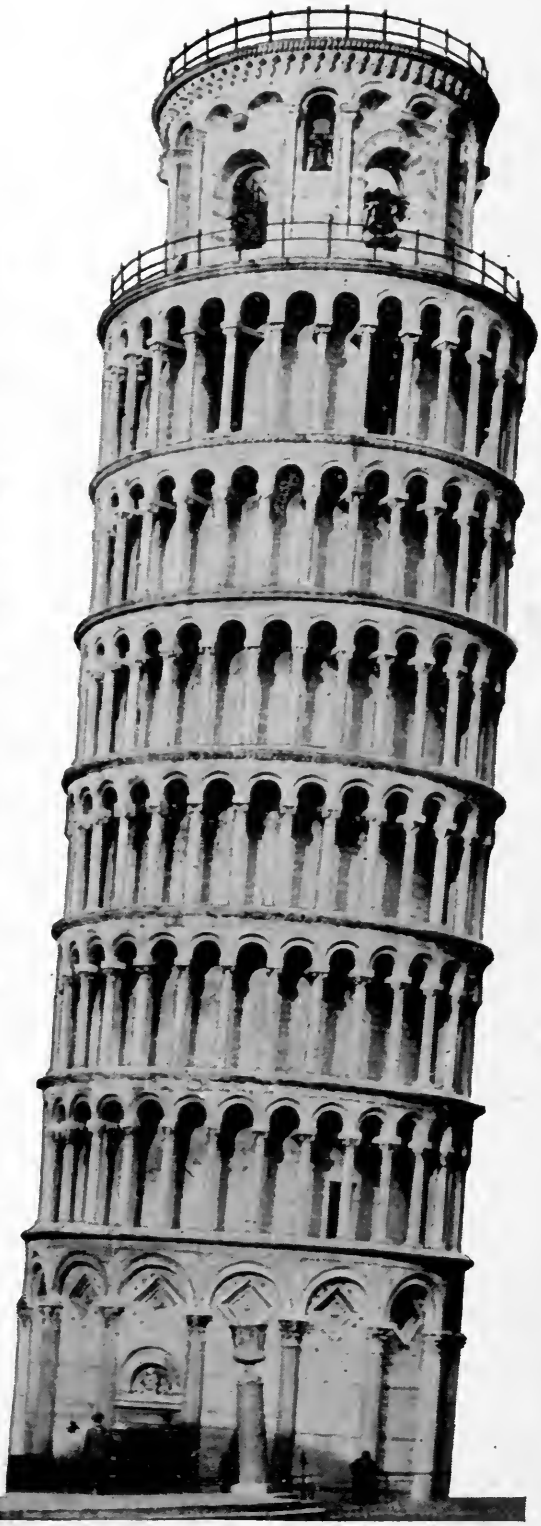

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New Publications

Covering the Leisure Time Field

Plastics for the Beginner

By Frank A. Staples. National Recreation Association, 315 Fourth Avenue, New York 10. $1.50.

FRANK STAPLES, WHO is in charge of arts and crafts for the National Recreation Association, has prepared this manual to provide for recreation leaders and crafts teachers, in simplified form, instructions for the handling of this new and popular material. Although plastic has been used for some years, for most of us it is new because it has not been easily obtainable until lately.

In introducing this new material in his work, Mr. Staples has found that most books on the subject have been too highly technical for the beginner, and have tended to deal with projects requiring involved or expensive equipment. After experimentation of his own, therefore, he presents here a series of twenty-three simple projects which require only the use of simple tools, many of which can be bought at an ordinary hardware store or at the dime store, as well as general instructions for the handling of plastics.

The projects include the making of such things as a variety of dishes, a napkin ring and bracelet, candlesticks, tie clasps, picture frames, trays, boxes, lapel pins, a desk set, flower vases. Directions for each are given step by step, and clarified by the use of explanatory sketches. Without question, the manual will be of help to individuals, groups and leaders who wish to try their hand with this material.

Design for Tennis

By Mary K. Browne. A. S. Barnes and Company, Inc., New York. $3.00.

MARY K. BROWNE has been three times National Singles Champion, five times National Ladies Doubles Champion of the United States, as well as Wimbledon Ladies Doubles Champion of England and twice captain of the International Wightman Cup Team. In addition, she is also a fine teacher, and since 1926 has coached teams at several colleges, schools, and camps. Her book is essentially a textbook for other teachers of the sport, emphasizing the method and procedure for instruction. She believes that tennis is a game of individual skill and, therefore, that it is necessary to develop a teaching method whereby the rudiments of the game can be taught in classes or to small groups, in schools or on the playgrounds.

However, since *Design for Tennis* gives such detailed information on tennis strokes, the racquet, placements and strategy, control, and the like, the individual player and the beginner will also find this book very valuable. Many pictures and sketches have been provided to clarify each technical point, and the sequence pictures leave nothing to the imagination since the stroke can be followed from beginning to end. Mary K. Browne proves very ably that good strokes happen not by accident, but by design.

Introduction to Community Recreation

By George D. Butler. McGraw-Hill Book Company, New York. $4.50.

"BIGGER AND BETTER" may be an overworked expression, but never could these two words be more adequately applied than to the new edition of George Butler's *Introduction to Community Recreation.*

Following very closely the make-up of the original edition, which was so enthusiastically received in 1940, Mr. Butler has distributed, throughout the chapters, additions regarding new philosophies of recreation, facts about the increase in leisure time and the disposition of the same. Of special interest and concern are the organization, admin-

istration and financing of recreation departments.

The book almost takes on the nature of an encyclopedia—a more helpful handbook could not be wished for by any profession. It deals with the "why" and "how" and not just with the "what." It offers rich bibliographies on the various leisure-time interests, activities and hobbies of people—which alone would make the book worthwhile.

The book can serve as a good text for the ever increasing college and university courses in recreation. Also, any progressive recreation department, as well as any private recreation agency, can ill afford to be without it. However, not only those professionally interested will find it helpful. Men and women in political life, laymen interested in municipal welfare, high school and college students, will find a wealth of useful material in the volume. It should have a place on the shelves of every recreation department, school and public library.—Dorothy Enderis. *Former Assistant to Superintendent, Department of Municipal Recreation and Adult Education, Milwaukee Public Schools.*

Recreation Is Fun

By Esther M. Hawley. American Theatre Wing, New York. $1.00.

The American Theatre Wing probably is best known for its Stage Door Canteen, plus its six sister canteens in the United States and two overseas, so popular during the last war. Its committee for military hospitals, however, has never received much publicity, because of a self-imposed ban.

The hospital program developed slowly, based on fundamental beliefs worked out carefully by actual experience. Each program, regardless of its nature, was planned to provide some form of participation and was built around a theme. The material in this attractive handbook on hospital recreation and entertainment has been tried, and it has worked. Early chapters on the background and the principles developed are certainly worth careful study.

The manual includes completely organized programs for ward and auditorium parties in one section. In another section, the program material is broken down to fit the needs of special types of wards and patients—orthopedic, traction, paraplegia, heart, tuberculosis, and many other cases. Even if you do not work in a hospital, the game, quiz and stunt material here would be wonderful for community night programs, neighborhood parties and teen-age programs!

The Pleasure Chest

By Helen and Larry Eisenberg. Parthenon Press, Nashville, Tennessee. Paper bound, $.75; in boards, $1.25.

Helen and Larry Eisenberg have compiled a new and excellent book of recreation ideas based on their own experience and that of dozens of other leaders who have contributed practical ideas that have been tried and found successful. Both authors have been active in recreation work for some time—Helen in local churches and the "Y", Larry as recreation staff member for the Youth Department of the Methodist General Board of Education.

Their book not only lists parties, party games, active and inactive games, skits and stunts, crafts, suggestions for family fun, music and musical games, but it also gives you some cues for finding the right thing for the right situation. It was planned to provide an inexpensive resource for leadership courses, clubs, churches, picnic groups, party planning, Sunday evening fellowship groups, camps. It could be useful in providing fun for servicemen's groups, elderly groups—any groups.

You will be interested to know that, in buying it, you will be contributing to a good piece of work. Larry writes us: "We had a lot of fun, my wife and I, working on this. The idea is that the National Conference of Methodist Youth is publishing it and all they clear on it above costs will be put into a fund to help the situation of displaced persons, on a non-sectarian basis."

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Recreation Training Institutes

July and September, 1949

E. T. Attwell Organization and Administration	Hampton, Virginia* July 11-22	Dr. W. M. Cooper, Director, Summer Study, Hampton Institute.
Helen Dauncey Social Recreation	Bastrop, Louisiana September 26-30	W. C. Hohmann, Secretary and Treasurer, Bastrop Recreation Committee, Bastrop High School.
Anne Livingston Social Recreation	Hampton, Virginia* July 11-15	Dr. W. M. Cooper, Director, Summer Study, Hampton Institute.
	Montgomery, Alabama† July 18-23	Dr. E. Councill Trenholm, President, State Teachers College.
	Griffin, Georgia September 5-9	Senator Albert G. Swint, Orchard Hill, Georgia.
	Clovis, New Mexico September 26-30	Miss Martha S. Smith, Housing Authority of the City of Clovis.
James Madison Organization and Administration	Hampton, Virginia* July 11-August 19	Dr. W. M. Cooper, Director, Summer Study, Hampton Institute.
Frank Staples Arts and Crafts	Amsterdam, New York July 5-8	Alex H. Isabel, Recreation Commission
	Pittsfield, Massachusetts July 14-15	Jackson J. Perry, Superintendent, Parks and Recreation, 52 School Street.
Grace Walker Creative Recreation	Hampton, Virginia* July 18-29	Dr. W. M. Cooper, Director, Summer Study, Hampton Institute.

* A part of the summer school program at Hampton Institute.

† A part of the summer school program at State Teachers College.

The schedules for National Recreation Association training specialists are being worked out now for the 1949-50 season. Some of the schedules are already filled as far ahead as December. Requests for training assistance, which is made available at actual cost, should be sent in immediately to Charles E. Reed, Manager, Field Department, National Recreation Association, 315 Fourth Avenue, New York 10, New York. Mr. Reed will also be very glad to send further information about any of these training people.

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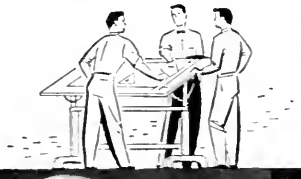

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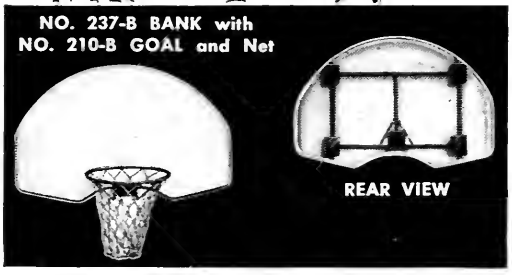

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Recreation

AUGUST 1949

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on the Cover →

In the words of Ellsworth Vines, former world's top-ranked tennis star now concentrating his efforts on golf, "Golf always defeats you. You can never master it. That is why the game is so fascinating. It's a challenge to everyone who plays it."

Photograph by Ewing Galloway, New York City.

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Recreation

AUGUST 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

"I Go to the Playground Just to Have Fun"

A great natural resource is the capacity of men and women to be happy, to find life good.

It does not take much to help people to be happy.

It does not take much to make people thoroughly unhappy.

One sourpuss rightly placed can pollute the atmosphere for quite a long distance.

The difference between happiness and unhappiness for the group is very slight, a touch-and-go proposition—a very slight leadership can make all the difference.

Of course, happiness is a by-product—not something to be sought after for its own sake.

However, being unhappy just crosses so many hours, so many days off as zero, as time that does not count.

You travel farther, you travel higher and deeper and you make an altogether better picture when you are happy.

Happiness does not depend on owning much. Owning much is sometimes, after a certain point, just so much more to carry.

Happiness is an inner attitude.

The playground and recreation center are good places for developing the habit of happiness, the inner attitude of happiness.

Happiness does not mean Pollyanna stuff; it does not mean closing one's eyes or going through life blindfolded so as not to see evil or what needs to be changed.

Happiness does not mean laughing all the time or being silly. People who laugh constantly may be very unhappy.

Happiness does involve an inner peace, an inner power, a willingness to enjoy little things, to smile kindly at one's self and one's own peculiar ways, to smile kindly at what is going on about one. It does involve being a good companion to one's self and to others.

A great contribution of the playground is to help children early to learn to do what they want to do happily with others.

A great contribution of the recreation center to people throughout life is to give people an opportunity to adjust happily to each other in sharing music, drama, sport, beauty, and all else worth sharing.

HOWARD BRAUCHER.

Written for RECREATION in December, 1941.

The Land of Lafitte the Pirate

Scene of the 1949 National Recreation Congress, September 12-16

FEW AMERICANS realize, until they actually visit Louisiana, that between New Orleans and the Gulf of Mexico lies a great semi-liquid wilderness through which the Mississippi twists and turns for over a hundred miles.

It is a maze of streams and swamps generously strewn with oak-topped mounds or chenieres, ideal for either habitation or hiding—a confusion of lakes and bayous so interwoven that, back in the days of Lafitte, an experienced boatman could make a hundred round trips to New Orleans and never exactly follow the same route twice.

Here is a land over which nature has scattered beauty in reckless abandon; sand and sea . . . sunsets and soft woodland shadows . . . brilliant bloom and sombre Spanish moss.

Straight down from New Orleans, through that interminable tangle of marshes, bayous, lakes and bays, you will spot two islands guarding the gateway to the Gulf—Grand Isle and Grand Terre. Here lived the Baratarians, ostensibly fishermen; but fishing was only a blind. Their real business was the distribution of contraband at popular prices.

Between 1806 and 1808, New Orleans gradually became aware . . . that a certain blacksmith shop on Bourbon Street was other than a law-abiding forge. Hot metal hissed on the forge all day long in a perfectly normal manner; but it was first whispered, and finally openly discussed, that horses of a different color were being shod there.

The owners were those Lafitte brothers who had sailed in so quietly several years ago, and had just as quietly acquired a business—or, a front, as we'd call it nowadays.

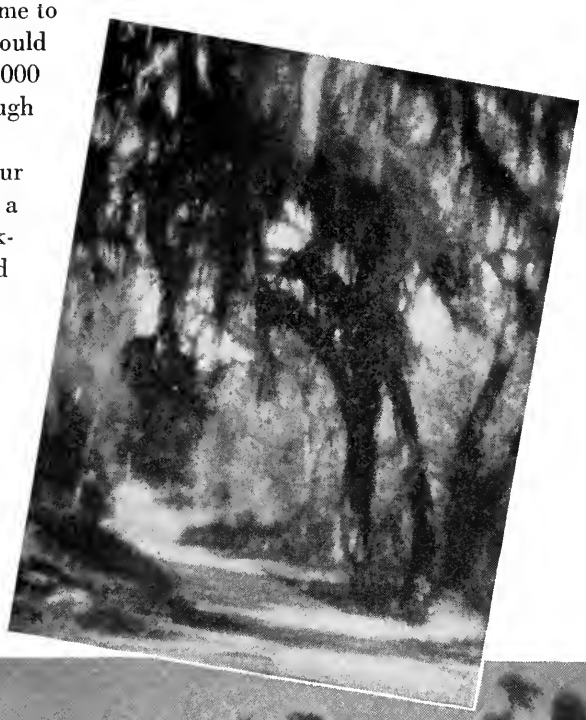
Jean had persuaded Pierre that they needed a retail outlet—a shop where the jewels, rich fabrics and other loot, filched from the necks and persons of people caught on the high seas, might be displayed to local customers. So the shop was opened.

New Orleans at that time was different from any other American city. It was a walled town, built on the bend of the river. Ramparts of logs enclosed it on the land sides beyond which was a moat forty feet wide and seven feet deep. Through four gates of the city, closed at night, passed all traffic. In the middle of the town were the Cabildo, the Place d'Armes (now called Jackson Square) and the St. Louis Cathedral. Here the church and government tried to guide the strange combination of Creoles and Americans that made up the population.

The Creoles, you know, were the descendents of the old Spanish and French families—the bluebloods of New Orleans. They predominated the population; and while the new Americans were slowly gaining a foothold, the city was French controlled.

It was during this period of confusion, when French culture and American rough and ready independence were struggling to find a common ground, that smuggling flourished and the Lafittes fared well. Since they were French and Governor Claiborne an American, and Jean was a popular citizen, it was not strange that the people inclined to ignore the upstart authority of their new governor.

His chief difficulty was that he, an American, had come to head a city that even as late as 1810, six years later, could still muster only 3,000 Americans of a population of 25,000 people predominantly French. For ten years he had a tough struggle and the Lafittes had a field day.



In the interest of law and order, and less than four months after taking office, the young governor issued a proclamation, complying with an Act of Congress, making it illegal in Louisiana to import slaves into the United States from other countries.

This hit hard. The plantation owners had just entered an era of expanding prosperity that depended on slave labor. Thoroughly resentful of the law, therefore, they turned to the Lafittes and the smugglers to get them slaves somewhere, somehow.

The story of the building of that outlaw organization is actually the story of Jean Lafitte. In 1810 he became the acknowledged leader of the Baratarians.

(Later, at General Jackson's request, Jean Lafitte and his pirate crew fought for the city with such success that they received official pardon from the United States government.—Ed.)

To bring their contraband from Grand Terre to New Orleans, the smugglers used winding paths concealed by oaks and cypress and a labyrinth of misty bayous.

Excerpted from "The Land of Lafitte the Pirate," by Ray M. Thompson. Copyright 1943 by the Jefferson Parish Yearly Review, New Orleans. Available in New Orleans book shops.

New Orleans Recreation

In two years' time, advances have been phenomenal.

GREAT STRIDES have been made by the recreation department in the City of New Orleans in the last two years, and it rapidly is becoming one of the outstanding departments in the country.

It was during the war, as Uncle Sam's military leaders were stressing the great need for men of physical fitness, that a group of civic-minded New Orleans men banded together to expand the city's recreation program. Guided by Lester J. Lautenschlaeger as volunteer director, and John P. Brechtel as executive assistant director, the program gathered momentum. Robert S. Maestri, former mayor, endorsed the movement with an appropriation of $30,000; school grounds that were formerly closed for the vacation period were opened as "temporary" playgrounds; in several sections of the city, vacant properties were converted into play spots; and money furnished by various civic groups provided the means for purchasing recreation equipment.

Lester J. Lautenschlaeger, a volunteer, director of New Orleans Recreation Department.

By this time, World War II had ended and was being written into the history books. And in New Orleans young veterans of the conflict were returning to civilian life, one of them to be elected mayor of the famous Mardi Gras city . Most of these men had been through the "paces" of war and wanted to forget and relax. A well-rounded recreation program was just what was needed.

In January of 1946, deLesseps Story Morrison, a highly decorated veteran of the European Theatre was elected mayor. He knew of the many advantages of recreation and, in his early days in office, planned a well-rounded and composite play program. In September of that year, he proposed to the Commission Council that a New Orleans Recreation Department be organized. The ordinance, No. 16630, was passed, and on January 1, 1947, NORD became a reality.

Lester J. Lautenschlaeger, who had been a former Tulane University grid star, was chosen to head the new department and, as his executive assistant, he retained Johnny Brechtel who also had made a name for himself in southern prep football circles. Immediately, a staff of trained recreation supervisors was built up; a construction and maintenance crew organized; and, in two years' time, the thirty-three playgrounds which were serving as recreation facilities for a city of over a half-million population were increased in number to approximately ninety-one. Among these, twenty playgrounds now are being floodlighted for night operation.

The first neighborhood youth centers were placed in operation by the remodeling of two abandoned jails, a fire station and two public meat markets. All told, fifty-eight new play centers opened in twelve months.

Seven new swimming pools are being completed this summer, equalling the local record of twenty-seven preceding years within a period of six months. A youth center, occupying a whole city block, is being constructed, and another youth center will rise around the abandoned steel framework of a former carbarn. A complete recreation stadium and floodlighted parks for Negroes are going up in a formerly dark and tree-filled square that, until now, has been one of the city's worst crime spots. The former Lagarde Hospital recreation plant also has been taken over—including a swimming pool, gymnasium, theatre and hot house for nature study classes. A country club for youngsters is being constructed in a former defense plant warehouse at the Delgado Trades School.

All city playgrounds have been equipped with steel link fencing and the latest durable playground equipment. At the summer peak, in 1948, the de-

Transformation

From a jail house—

To a community center

New Orleans

From a vacant lawn—

To a lighted playground

partment had over 350 trained supervisors on the job. Thirty school playgrounds, once idle after three-thirty p.m., were staffed by the department for full-time operation during the summer.

As can be seen from the foregoing, a great deal of ingenuity and careful thought have gone into this building up of recreation facilities and program in the shortest possible time. Department workmen, for instance, took an old garbage truck and converted it into a traveling theatre, complete with stage and loudspeaker system. As early as 1947, this theatre, using child performers, played to 35,000 spectators, covering every neighborhood playground. Now the department has an all-round dramatic and music program, administering the Children's Theatre in cooperation with the Junior League, operating its own Summer Theatre on the lakefront. Last fall it presented the Gershwin musical "Of Thee I Sing" to capacity audiences in the Municipal Auditorium.

Another cultural activity, outstanding of its type, which early was introduced, is a series of youth concerts sponsored by the city in cooperation with the New Orleans Symphony and the public and parochial schools. Since the inauguration of this program, there has been a twenty-four per cent drop in the number of children involved in juvenile crimes.

Recently dedicated was the Perry D. Roehm Baseball Stadium, a magnificent baseball plant which seats 2,500 spectators, and is in constant use by the NORD summer baseball teams, of which there are over two hundred. However, being blessed with a tropical climate, the city program moves on the year round with no curtailment of activities either in the centers or out-of-doors.

The recreation department is now divided into three groups: athletic, cultural and maintenance. The athletic department, employing a staff of 125, conducts activities on the various grounds. In 1947 NORD organized 445 basketball teams and 120 baseball teams. Ten thousand children participated in track meets, 16,000 in arts and crafts, 15,000 in dramatics and 8,000 took swimming instruction; 3,000 took part in the "Every Child a Swimmer" program.

The first city-financed summer camp for playground children was opened in June 1948, and took care of from 800 to 1,000 children between the ages of nine and sixteen that first year. It was required that each child attending have parental permission.

Even the older folks are not forgotten, and the department is proud of the program offered to citizens who have passed the half-century mark. Golden Age Clubs meet for weekly frolics, and the interest shown by the Golden Agers seriously rivals that of the teen-age athletes.

While the city's recreation facilities were tripled within a year, and attendance jumped more than ten times—passing the 2,000,000 mark—the recreation department realizes that its task is just begun, and that there is no magic formula for the conducting of programs. It is now sponsoring on-the-job training for its capable staff of workers and supervisors, calling upon representatives of the National Recreation Association, Loyola and Tulane Universities and other cultural and athletic groups to conduct conferences on certain phases of recreation. During the past school year, a group of supervisors completed an extension course offered by Louisiana State University. Says Director Lautenschlaeger: "A good community-wide recreation program depends upon common sense, honest efforts and faith in the future of our community and of our nation."

The New Orleans Recreation Department joins Mayor deLesseps Morrison in extending to recreation workers throughout the nation, and to the 31st National Recreation Congress, a cordial welcome to New Orleans.

Leaf from a Statistician's Notebook

Sand-lot Ball Game

Age of players	8-12
Number of players on each team	4
Total number of pitchers	8
Total number of threats to pitcher to "put it over"	339
Total number of efforts made to "put it over"	339
Total number "put over"	0
Total number of balls hit by batters on first bounce	8
Total number of hits fielded	0
Total number of disputes over batting order	503
Number of times duress employed by owner of ball to influence batting order	8
Number of third strikes misclassified by batter as "foul tips"	49
Number of men on winning team at end of game	7
Number of men on losing team	1

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A Few Things To See —In New Orleans

Saint Louis Cathedral

COOL PATIOS and courtyards still abound. With quaint architecture, spiral staircases, overhanging balconies and flower displays, they are among the unique and most interesting sights of the city. There are many other interesting spots which you will want to see if time permits—among them, Congo Square, (now Beauregard Square), former slave market where Voodoo reveled and enchantment took place; the old U. S. Mint, now a Federal prison; the very old Ursuline Convent, erected over two hundred years ago (America's first girls' college); the Colonial house known as "Madam John's Legacy"; the civil courthouse with its large group of historical portraits, and—

THE OLD FRENCH MARKET—established a couple of hundred years ago, colorful, and very clean. (New Orleans is the "cookingest" city in America.) Here, early on a Sunday morning, may be heard the chatter of tongues of the Western Hemisphere.

THE CABILDO—erected in 1795, once the seat of Spanish government, has played an important part in Louisiana history and culture. It is now the state museum, filled with relics of the past.

LAFITTE'S OLD BLACKSMITH SHOP—on Bourbon Street, once a "front" for the sale of pirate loot. Nowadays it is possible to get refreshments there.

HUEY P. LONG BRIDGE—the famous bridge across the Mississippi River, which was completed December 15, 1935, at a cost of $13,000,000.

OLD ABSINTHE HOUSE—at the corner of Bienville and Bourbon, built in 1806, and for over 100 years a rendezvous of bonvivants including Jean Lafitte, the buccaneer hero who helped General Jackson with the Battle of New Orleans.

THE CATHEDRAL OF OAKS—on the old Versailles Plantation, where Jackson's men rested after battle. This is said to be the world's finest grove of ancient, moss-draped trees.

NAPOLEON HOUSE—built as a refuge for Napoleon Bonaparte, who was to be stolen and brought there from St. Helena. Death defeated the plan.

MUNICIPAL PARKS—city park on the French side of town and Audubon on the American. New Orleans is a veritable flower garden the year round.

RECREATION DEPARTMENT—activities and facilities.

Things to Order

"Creole cooks are heaven sent"

Shrimp at Arnaud's
Oysters at the Louisiane
Trout Marguery at Galatoire's
Baked Pompano at Antoine's

Further Congress Plans

THE RECREATION CONGRESS in New Orleans will once again serve its historic mission of providing an opportunity for the exchange of information and experience between leaders responsible for the recreation services of the nation, and as a springboard for pushing forward the recreation movement in the area of the country in which it is being held. During the past few years, many new recreation programs have been established in the South, and many other cities are considering the provision of recreation.

Through the careful and thoughtful work of the committees responsible, Congress plans have been adapted to meet new needs and trends, and to serve most efficiently the various groups attending. A number of features are being introduced this year:

Demonstration by the Golden Age Club, of recreation for older people, will serve as a basis for the discussion of recreation for this growing proportion of the population.

Needs of the new younger servicemen, while on leave in communities near training camps, once again will be faced.

Several meetings will deal with the work carried on during the year by special committees appointed by the National Recreation Association—among these: Television, Sports and Athletics, Personnel Standards, Public Relations and Polio. The rapid and widespread development of recreation on the state level will be covered in two meetings on Recreation in State Agencies. Another topic will take the form of a debate on Providing Recreation for Pre-School Children.

All day Monday, recreation and park executives will discuss questions selected by a committee headed by Floyd Rowe of Cleveland.

A special Hospital Recreation Committee, working in cooperation with the Hospital Committee of the American Recreation Society, also is providing an all-day meeting on Monday for those interested in recreation in hospitals.

A Problem Clinic will be held, with a panel of experts prepared to answer special problems.

Ample room in the Municipal Auditorium has made possible a greatly expanded exhibit—educational and commercial.

Mayor Morrison of New Orleans reports a heavy correspondence with mayors, city managers and other community leaders throughout the South, indicating that this section will be heavily represented, and auguring well for further development of recreation in the South in the immediate years ahead.

The great variety of meetings and special conferences; the unusual program of demonstrations and social events; the extensive exhibits—all in the picturesque setting of old New Orleans—should make this Congress one of rich significance.

Weather

New Orleans, in September, is likely to be warm. It would be advisable for both men and women to bring comfortable shoes and light clothing.

Special Notice

All Recreation Congress activities — meetings, exhibits, services, demonstrations—will center at the Municipal Auditorium, which will be the real headquarters of the Congress. Delegates will be located in a number of New Orleans hotels. There will be no particular advantage, as far as the Congress is concerned, in being located in any special one of the officially designated Congress hotels. The local committee is doing everything possible to provide comfortable rooming accommodations for all the Congress delegates.

Evening Speakers

At General Sessions
Recreation Congress
New Orleans

deLesseps S. Morrison

Allen T. Burns

New Orleans is famous for beautiful oaks, hung with tattered banners of Spanish moss. Under these, Congress delegates will have breakfast.

MAYOR DELESSEPS S. MORRISON is the dynamic recreation-minded chief executive of New Orleans. Allen T. Burns, widely-known social, civic and religious leader, is former Executive Director of the National Information Bureau, and of Community Chests and Councils. Hugh Comer, President and Treasurer of Avondale Mills, Sylacauga, Alabama, is an active leader in church and youth agencies. Dorothy Enderis, Director Emeritus, of the Department of Municipal Recreation and Adult Education of Milwaukee, is one of the most efficient and popular leaders of the recreation profession.

Hugh Comer
Dorothy Enderis

"Everybody Active"

The story of a large-scale church program which includes everyone from youngsters to old folks.

Ellis S. McAllister

CERTAINLY THE CHURCH, as a great social institution in American life, has an opportunity, as well as a responsibility, to join hands with schools and municipalities in providing guidance for children, youth, and adults who are the victims of the tense nervous strains of a complex scientific civilization. Recreation, to fill the growing hours of leisure, can do much to cultivate and develop the spiritual life of people and, in turn, better human relations and an improved emotional culture.

The Mormon Church is still pioneering in the field of church recreation. "The church needs recreation and recreation needs the church" say Mormon leaders, who feel that recreation can help the church accomplish its objective of "more abundant living" for all its members. Thus, the church can give to recreation the spiritual ideals and stability which are so necessary in our material world. To be more specific, recreation in the church gives church members an opportunity to participate in activities which bring a reward of happiness.

Imagine, if you can, 154,000 young people all gathered in different localities on specified nights to promote one great recreation program—all of them having the same ideals and aims. If you can do that, you have a fairly accurate picture of the activity program of the Mutual Improvement Associations of the Church of Jesus Christ of Latter-day Saints, which deals with young people from the ages of twelve to twenty-five. If you have that firmly fixed in mind, then turn your attention to some 152,547 children between the ages of four and twelve, all gathered in their respective localities and working on a spiritual and fun program. This figure represents the enrollment in the Primary Association, which conducts a wide, year-round program of recreation for the younger members of the church. A significant point in this vast program is that it is administered and operated entirely by volunteer leadership.

In these two figures you have an indication of what can be accomplished when a church sets its heart on a recreation program that will not only afford its youth healthy release, but will also offer a constructive plan for the development of talents and abilities. Members of the Church of Jesus Christ of Latter-day Saints or Mormons knew what they were doing when they pioneered the field of recreation. Their motto is, "Everybody Active." This includes everyone, even the older folks who have their Old Folks' Day.

Author is assistant principal of Ogden High School; vice-president in charge of recreation, Utah Department of Health, Physical Education and Recreation.

For more than three quarters of a century, the Mormon Church has been organized to guide the leisure time of its members through active participation in recreation, promoting mutual improvement through the specialized activities, such as drama, art, sports, dancing, handcrafts.

Recreation also helps to promote the philosophy of the church, since a favorite bit of its scripture reads, "Men are that they might have joy." Man has many inherent capacities for joy—physical, mental, spiritual, social, and creative. The recreation program under church guidance attempts to contribute to each of these natural capacities. The greater the progress made, the more talents developed, the greater is the capacity of the individual for happiness and enjoyment.

In the Mormon philosophy, there is no time for idleness. Latter-day Saints are firm believers in the adage, "Satan finds some mischief still for idle hands to do." Therefore, the church makes time for play which contributes to the health and happiness of the individual, feeling that "the youth who are busily engaged in recreation activities have little opportunity to form bad habits."

Recreation played an important part in the life of the Mormon pioneer as he struggled to conquer the desert and colonize the Great Basin, even before there were formal organizations to care for leisure-time activity. Recreation gave the pioneer strength and incentive to face his hardships and the arduous journey ahead, changed sorrow to happiness, and gave peace to tired and discouraged spirits.

One of the first buildings to be established in the new community was the Social Hall Theatre, where the local dramatic groups presented their plays, and where community dances, debates and public speaking events were held on a community-wide basis. This afforded a pattern for other communities as they were organized. The meeting house became the center for recreation and religious meetings.

Later, when the struggle for existence was not so desperate, the Salt Lake Theatre was erected in Salt Lake City. The first play, "The Pride of the Market," was produced in 1861. This theatre became internationally known, and the greatest artists of the world have graced its boards. It is recorded that patrons brought their fruits, vegetables, grain or poultry, and deposited these in exchange for tickets. Among one evening's receipts recorded for an early day program, there were "twenty bushels of wheat, five of corn, four of potatoes, two of oats, four of salt, two hams, one live pig, one wolfskin, five pounds of honey in the comb, sixteen strings of sausage, one catskin, one churn, one set of children's undergarments—embroidered, one keg of applesauce, a dog, and a German silver coffin plate."

On November 28, 1869, the Young Women's Mutual Improvement Association was organized by the church. The Young Men's Mutual Improvement Association was organized on June 10, 1875. These two organizations, familiarly known as the M.I.A., have worked in close coordination since 1880. They are charged with the dual responsibility of giving instruction in correct principles of living, and in the development of healthy recreation activities. The program takes the boys and girls at the age of twelve through adolescence and adulthood. One of its general objectives is: "To develop a well-rounded program of recreation which shall constantly appeal to youth and, at the same time, rebuild and renew the physical, mental and spiritual powers of those who participate."

The M.I.A. is organized in each ward, a ward consisting of a geographic area where from 500 to 1,000 church members reside. Five to ten wards make a stake, and in each stake there is a stake M.I.A. organization to assist the wards. Overall, there are two general boards to outline the program and help all stakes and wards.

A ward organization is made up of a Young Men's Mutual Improvement Association, which has a superintendency of three members; a secretary-treasurer; directors of music, drama, speech arts; a dance manager and instructor; *Improvement Era* (church magazine) director; supervisor of special interest groups; Boy Scout troop committee; Senior Scout leader; a Scoutmaster; three "M" men supervisors—one for lesson work, one for activities, and the third to act as athletic coach.

The Young Women's M.I.A., which works closely with the young men's group, has a presidency, consisting of three members; a secretary-treasurer; directors of music, drama, speech arts; a dance instructor; *Improvement Era* director; a supervisor of special interests; two Gleaner Girl supervisors; a Junior Girl supervisor, and one or more supervisors of the Bee Hive Girls.

One night a week is set aside for the M.I.A. program. Classes are organized for the following groups:

1. Special interest groups of men and women twenty-five years of age and over. The groups elect the projects to be studied, the range of which may run from travel or current events to individual skills in art, music, and the like. Outside specialists are invited to present new and challenging interests.

2. The "M" Men—nineteen to twenty-five years of age have a course of study adapted to their age and interests.

3. The Gleaner Girls—aged seventeen to twenty-five. Their course of study is similar to that of the "M" Men.

4. The Explorers—boys, aged fifteen to seventeen. The "Explorers Handbook" is used by this group.

5. The Junior Girls—ages fifteen to sixteen, inclusive. They also have a course of study especially prepared to meet their interests and needs.

6. Boy Scouts—ages twelve to fourteen, who follow the program of the Boy Scouts of America.

7. Bee Hive Girls—in the age level of the Boy Scouts, who have a special handbook as a course of study.

Activity periods are planned for all departments in addition to the time allotted for following the course of study. During the course of the year, the "M" Men and the Gleaner Girls meet together for some of their recreation and social activities, as do the Senior Scouts and Junior Girls.

A division of responsibility is established for each officer of the M.I.A. program. One of the assistant superintendents for the men, and one of the counselors in the women's group direct the recreation courses and other recreation activities. They stand at the head of the recreation committee, made up of the directors in music, drama, speech and dancing. Under their direction, the activity program is planned for the entire association. Festivals are held in music, drama, speech and dancing at convenient times during the year, as motivating features of these major activities.

A churchwide athletic program is outlined for boys and young men from fifteen to twenty-five years of age. In 1947, from eight to ten thousand young men, aged eighteen to twenty-four, participated in the churchwide "M" Men Basketball League, which has been recognized as the largest basketball league in the world. In the Explorer program, boys carry on district athletic tournaments. In some districts, as many as 1,300 boys have participated in the tournaments.

To facilitate such an extensive recreation program, the Mormon Church includes a recreation hall in each church building. These halls vary in type, some being well-adapted to dancing, socials and dramatics, others including facilities for basketball and indoor sports. In some cases, there is a kitchen for socials and church dinners.

According to reports for the year 1946-1947, there were 170 stakes with 1,327 ward M.I.A. organizations, and more than 151,436 young men and women were enrolled. Activities and participants indicate the scope of the program:

Stake events—111 summer outings; 1,813 parties; 719 dances.

Ward events—1,965 parties in the summer season; 21,050 parties in the winter season.

Drama—1,353 plays from *Book of Plays;* 1,687 other plays; 21,367 persons taking part.

Dance—11,639 instruction periods; 534 miscellaneous stake dances; 5,676 miscellaneous ward dances; 252 dance festivals; 185 stake Gold and Green Balls; 878 ward Gold and Green Balls.

Music—253 male choruses; 762 ladies choruses; 378 mixed choruses; 17,054 participants; 268 music festivals.

Speech—15,132 public addresses; 3,980 retold stories; 799 debates; 7,052 readings; 131 speech festivals.

Recreation in the Latter-day Saints Church has developed leadership in its young people. It has enriched their lives, broadened their vision, inspired them to travel the road toward more abundant living. The cultural pattern of the entire membership is elevated: good fellowship and group morale are generated on a high plane.

Inactive members become active, people have the opportunity to put into action the ideals and standards taught by the church. Lessons in sportsmanship, honesty and cooperation can be made a part of real life for the boys in the church athletic league. The development of personality with spiritual touch is evident in the boys and girls who participate in the drama, speech, music or dancing program.

The Mormon Church, through its support of recreation, helps establish a high cultural and moral tone in all communities where Mormons are active.

FILMS TO SEE

Motion pictures of last year's—or, in fact, the past fourteen years'—World Series are available in both 16mm. and 35mm. film. For information, write to Lew Fonseca, American and National Baseball Leagues, 64 East Jackson Boulevard, Chicago 4, Illinois.

A new recreation film, "Leaders for Leisure," is being made available by the New York State Youth Commission for distribution through the Motion Picture Unit of the New York State Department of Commerce. "Leaders for Leisure" is a 16mm. sound film in color, with a running time of twenty-one minutes. Produced by the Athletic Institute of Chicago, Illinois, as a sequel to "Playtown, U.S.A.," it deals very effectively with the development of community recreation.

ROSLYN'S ROUGH RIDERS

Year-round hosteling, by bike, hike or ski, is a school-sponsored activity in the Roslyn, Long Island, High School. Learning, seeing, doing, under students' own steam is a school project your community could start too!

Adeline Bullock

DO YOU REMEMBER how you struggled with the dull job of memorizing Lincoln's Gettysburg Address? "Four score and seven years ago," you'd begin, confidently. But from that point on you'd muddle through while a bored class waited. Dead words, you thought. Why should we have to learn them anyway?

These same words are still being taught in the classrooms of today. But they've been given new life to members of the Roslyn High School Hostel Club. These teen-agers have done more than memorize them from a book. Recently, twenty-one of the club members visited Gettysburg's historic battlefield. They biked there on their way back from a Washington, D. C., trip. They stood before the very spot where Lincoln made his address. And there, on that quiet hallowed battleground, the simple words which Lincoln spoke seemed to march right off the pages of their battered textbooks and become part of a live and vivid scene.

Hostelers at the Lincoln Memorial, Washington, D. C.

For the rest of these youngsters' lives, whenever, wherever, they hear those words again, they will not place them against a lifeless page of a history book in a stuffy schoolroom, but against a real-life backdrop of the Gettysburg scene itself. This is true learning.

But enlivening past history is not the only value which these students have gained from their bike, hike, and ski trips. "The trips have helped to give them a real education in living!" Frank Walter, the group's young teacher-leader told me.

Education in Living would make a fitting name for this Roslyn High School activity. Its subjects might well be grouped under such headings as Meeting New People, Planning Meals, Sharing Responsibility, Budgeting, and Building Self-Reliance. Having learned textbook lessons in social studies, English, arithmetic, health, these youngsters are now given the chance to put their knowledge to work in real-life situations.

The idea started before the war, not as a school activity, but as something one teacher was doing on his own. It was interrupted by the war, but it wasn't forgotten.

Young brothers and sisters of those first bike-trippers reminded Mr. Walter of it when he came out of the Army. They begged him to start it again. He was willing, and began with a few local trips. The youngsters came back from these so enthusiastic, so stirred by what they had seen and learned, that the wide values of the activity were

quickly recognized by members of this alert and progressive community.

Mr. Walter was called to the office of the Superintendent of Schools. "The Board of Education wants you to know it is solidly behind your hosteling project," Superintendent George Bryant told him. "The board has asked me to offer you a remuneration for this, in addition to your salary as art and photography teacher. It wants to sponsor a regular hosteling group with you as leader."

So today the activity is no longer an out-of-school affair. The Roslyn High School Hostel Club is a vital school organization, and trips need no longer be confined to the exact limits of school vacations—they may cut into school days.

"All of us here at Roslyn—the board, our high school principal, Mr. Ross, and I thoroughly agree that these trips afford our students rich educational opportunities which we cannot afford to ignore," Superintendent Bryant said.

As for the youngsters, they agree, too, that cycling through the coal mining regions of Pennsylvania, for example, seeing its rugged ridges and pits, talking with miners, seeing their way of life, has reading from books beat by a long mile.

Their trips have taken them in all directions; there have been short week-end jaunts and long-distance trips. For the benefit of those who have no bicycles, they have hiked along the northern sector of the Appalachian Trail. Last Christmas holiday they skied at North Conway, New Hampshire. But cycling is by far the most popular activity. They have pedaled through New Jersey, various regions of New England, along trails in upstate New York—where they visited the Capitol—out to the tip end of Long Island, over by ferry to Shelter Island, through sections of the beautiful Connecticut River Valley, down through Pennsylvania, Delaware, Maryland and Washington, D.C.

One summer Mr. Walter took a group of seniors on a cycling trip through Mexico, and last October the group s outdoor schoolroom was the brilliant autumn forests, the nature trails and waterfalls of the Alpine-like regions of western Massachusetts.

Unfortunately, the cycling trips are limited at present to those who own a bike or can borrow one. But it is hoped that some day soon there will be available a few bikes for those who have none of their own.

Usually from ten to twenty students go on each trip. The older students who will be graduating soon are sometimes given the preference, but the younger ones have something to look forward to when they become juniors and seniors. With the constant turn-over in a school, this method gives all who are interested a chance to participate.

But just how does the whole thing work? Let's look in on a meeting of the Hostel Club. It may be January but plans for the Spring trip are being started. Mr. Walter keeps in the background. He counsels and guides, but never tries to run things.

"Let's go to Washington, D.C.!" someone suggests.

A map is tacked up and the interest value, not only of Washington, but of the entire territory between Roslyn, Long Island, and Washington, is considered. There will be lots to see, they decide, so Washington it is.

They figure that they have about ten days or so in the Spring vacation in which to make the trip. "Why not concentrate our cycling time on the region between Washington and Reading, Pennsylvania?" someone suggests. This seems like a good idea for it is new territory.

"We'll go to Baltimore by train, ship the bikes on ahead," they plan. At Baltimore they'll start the cycling part of the trip, pedal to Washington and return by way of Reading.

This means that they will cycle through Washington, see Mount Vernon, pedal their way up through Westminster, visit Thurmont—the lovely mountain retreat where President Roosevelt had his hide-away, stop at Gettysburg, Hershey, see some of the Pennsylvania Dutch country, and the mining section outside of Reading.

Once this is decided they can all get to work on details. A Transportation Committee is appointed whose responsibility it is to purchase all the train tickets, arrange about shipping the bikes to Baltimore and back home from Reading.

The Hostel Committee has the job of scheduling an itinerary that will cover the points of interest and bring them to an accredited youth hostel each night. They must put their letter-writing knowledge to work by writing to arrange for overnight reservations, making sure that the hostel can accommodate their number, and finding out what shopping facilities for food supplies are available nearby. Often hostels are outside of towns, on farms, and the group may have to buy supplies on the way.

This committee tries to schedule all the overnight stops at places approximately thirty-five to forty miles apart. This distance affords a leisurely cycling pace of eight miles an hour for about five hours a day and leaves time for sightseeing along the way.

Accredited hostels, under the supervision of the

American Youth Hostels, Incorporated, are used by people of all ages who are travelling under their own steam—by bike, hike, horseback, ski or canoe. The overnight charge is forty cents for youths, fifty cents for adults.

There are separate bunk rooms and wash rooms for boys and girls, a common kitchen where they can do their own cooking, and usually a recreation room. Each hosteler is required to have a pass—which he can obtain for a small fee from any American Youth Hostel Council—and a sleeping bag.

While the Transportation and Hosteling Committees are busy doing their jobs, the Finance Committee is working on trip costs, budgeting food expenses and overnight charges and arriving at a total cost figure. It tries to keep all trips under a dollar and a quarter a day for everything except railroad fare. This committee collects all the money, keeps accounts of expenditures and gives a full accounting of every penny after the trip is over. The youngsters listen attentively to this accounting, for most of them have worked to earn their money for the trip and they are very fussy how that money gets spent.

Whenever a trip may cut into school days, every trip-member must obtain permission from his individual teachers to be absent from class.

"It's really surprising how well these youngsters can do when they want permission to be away on a trip," one teacher told me.

Meanwhile, every member of the group is expected to read up on the culture, history, folk-lore of the regions to be visited. Reports are given on what they've read, sometimes by means of English composition, sometimes by oral recitation, at club meetings held previous to taking the trip. The youngsters have found out for themselves that knowing something of the background of a region, knowing what to look for in the way of scenery, architecture, crops, adds a great deal to the total enjoyment of the trip. Many of them take cameras, some take art materials. Why not? With their art and photography teacher as leader they have the best kind of opportunity to add practical experience to classroom learning.

Once they are on their way, they all take a turn at planning meals, marketing for food, cooking and cleaning up. Their health class lessons are utilized in planning simple nourishing meals and marketing wisely. They always try to have two hot meals a day—breakfast and supper—and to include a pint of milk per person every meal. Lunch is a sandwich-fruit-and-cookie snack beside a stream or sitting on a hill-top along the trail.

Their trips have taken them in all directions. Here they are seen boarding the ferry to Shelter Island.

Hostels are always simple places, sometimes rugged. Set up in renovated barns or old farmhouses, there's often wood to be chopped, water to be drawn from the pump, fires to be made before a meal can even be started. "These hungry kids pitch in like real pioneers!"

One of the rules of hosteling is to leave every place neater than you found it. There's never any difficulty in getting these youngsters to live up to that rule. Other honored customs are to arrive at a hostel before dark, to observe a ten o'clock bedtime curfew. The youngsters are happily weary before that time and are perfectly willing to turn in early and be up to watch the sunrise together. Often by nine o'clock, they start heading bunkward.

"They're fun to be with," Frank Walter said. "There's nothing wrong with the youngsters of today. The wrong is that they've been born into a spectator's world. Many young people nowadays think that they can't have fun unless they're driven to the movies in the family car; unless they have a radio at their elbow or a television set to watch."

Frank Walter forgets his natural shyness and reticence in his earnestness.

"But spectator-participation in life is not what youth wants," he went on. "Youth needs *active* participation. If they don't have it they get bored, restless, start looking for excitement and end up in trouble.

"That's hosteling's value. These youngsters need travel under their own steam. They need being dependent on their own resources; they need to learn something about the simple life—to get closer to nature, closer to God. I believe that it will make better men and women of all of them."

You are bound to run into some bad weather,

rough roads, especially on long trips. But it's a lesson in good sportsmanship to take such things in one's stride without griping. One morning the group woke to the steady sound of teeming rain. Travel that day was out. There they were in a backwoods farm hostel, without radio, movies or television.

Whatever would they do? They had a wonderful day. They spent the day cooking and eating. They baked a ham straight from the farmer's smokehouse, chicken and dumplings, a stew, and a batch of cookies. They ate and sang and played homespun games all day. The youngsters still laugh and talk about the fun they had.

But there are other things they talk of too . . . Easter morning Sunrise Service at the Tomb of the Unknown Soldier; the woodland trail they pedaled along that led straight through a silver stream; a brand new sound they heard one early morning—a sound not one had ever heard before—the plaintive bleating of a baby lamb at a Connecticut farm hospital; the many different kinds of churches they attended along the way; the dignity of a farmer leading his cows home at sundown; the simple way of life in an Amish settlement. These are but a few of the things they shall not soon forget. "Together, we learned that there are many other good ways of life beside the Roslyn way." That lesson alone would seem to make the venture worthwhile.

But perhaps the most remarkable thing about the whole project is its simplicity. Any community in the country could do it. It doesn't require huge school funds, additional teachers or change in curriculum. All it needs is a lively group of youngsters, with or without bikes, and a willing, interested teacher.

Every community in the nation has its own interesting history, culture, folk-lore, sightseeing material which many youngsters, nearby, never get to see. The American Youth Hostels, a non-profit organization, is glad to assist teachers and students in organizing a school hosteling program.

These Roslyn Rough Riders *are* getting an education in living—democratic living. They are not only adding to their store of knowledge, but they are gaining a broad understanding of a varied group of customs. They are learning to practice good citizenship through teamwork, through sharing the give and take of the road, respecting its rules and considering the rights of others. Moreover, the stimulus given their young imaginations by these new sights and sounds will be found to have a lasting effect upon each individual's future intellectual outlook.

"It is in the minds of men that the defenses of peace must be constructed," the Preamble to the United Nations Charter tells us. It is in the minds of youth that such construction must begin.

Camping on the Campus

Maud Seif

A NEW IDEA in camps was established last summer at Syracuse University, New York, where the all-girl Green Lakes Camp completed its first season. Admittedly an experiment in summer living, it was established by Mrs. Charles Kaufman of Rochester to provide a profitable summer vacation for the "in-between" group of girls—high school juniors and seniors and college freshmen. These girls, too old for regular, regimented camps and too young to be counselors, benefit from the combination of learning and fun that such a camp as Green Lakes can offer.

The camp's headquarters are in two college sorority houses, overlooking the beautiful campus of Syracuse University. The facilities of the college are close at hand for those girls who wish to improve their educational background, but such activities are voluntary rather than compulsory. A maximum of outdoor activity is available, including golf, tennis, riding, swimming and body mechanics. Attention is paid to developing poise and personality in the girls by expert counselors, who guide the camp's routine. Finally, an abundant social life rounds out the program.

The typical week of a Green Lakes' camper includes many delightful features. Besides the regular program of sports and culture, there are outlets for any interest a teen-age girl may have. A semi-monthly mimeographed newspaper is published; there are trips to points of interest in central New York State; lectures are given by guest speakers; a barn dance and a formal dinner dance are among the social activities.

This novel camp may point the way for parents and daughters with camp worries. Green Lakes is part camp, part school, and part home—just right for the "in-between" group of teen-agers who are a bubbling mixture of tomboy, girl and woman.

TELEVISION And Community Center Programs

Problems which you may expect to encounter upon acquiring a television set.

Monte Melamed

After a twenty-year infancy, television is finally beginning to grow up. Its more recent innovation in social work and recreation agencies during the past few years has had a serious effect upon the programs and activities of these organizations. Club and group activities and special interest classes on an average Tuesday evening in a community center or social settlement house have practically given way to the ever-so-popular Milton Berle show.

Quite often leaders are told, "No, we can't have our dance on Tuesday night—everyone will be at the Milton Berle show!" With over two million television sets now on the market, and a forecast of another two million within the next few years, one hesitates to prophesy what the effects will be on community center programs should Bob Hope decide to take to video on Wednesday evenings, Eddie Cantor on Thursday evenings, Bing Crosby on Friday evenings, and Jack Benny on Monday evenings.

What does all this mean to our social and recreational agencies? Simply, that whenever there are no real, vital and meaningful activities planned to meet the needs and interests of the membership, television will then succeed in "dominating" the agency program. Our experience during the past decade tells us that activities based on the needs and interests of the membership, and in which the membership is given its just share of responsibility in planning and administering, tend to offer the individual a more satisfying experience than any commercially-sponsored, spectator-type of program.

In questioning over one hundred teen-agers, young adolescents, and adults as to why they came to the center, and what prompted them to attend the television shows there, the typical reaction received was, "We did want to go to some other activity, but there wasn't a single thing going on in the center except television." There are several agencies where the activities for an average Tuesday evening simply require one or two staff workers to "police" the auditorium for the Milton Berle show. Nothing is taking place, and therein lies the error of the professional worker and the program planners. This kind of thinking and planning can be program suicide. If the Milton Berle show is so popular, what should be done is to plan a variety of audience participation programs after the show, such as a community sing, a square dance program, a forum or discussion, a party or social. Naturally, these programs will tend to become more effective and meaningful when planned through the center councils or committees.

Along these lines, the Grand Street Settlement of New York City has been very successful in planning programs and special events, before, after, and around the Milton Berle show on Tuesday evenings. In fact, Tuesday is the most active night of the week at the settlement. Eight boys' and girls' clubs meet, five special interest activities are going on, three game rooms are open, a girls' gym program is active, and two spacious lounges feature the comedy television show.

Now let us digress for just a moment, and analyze some of the major effects of television on home and family life, and consequently on the programs and activities of community centers. The average televiewer spends approximately three and one half hours a day at his television set when he stays at home and, to do this, gives up certain former home activities—among them, reading. A recent survey

Author is Activities Director, Grand Street Settlement.

showed that "the longer the family has the set, the more time its various members spend at it.[1] Television in the home in some instances, however, has brought many families closer together. Though it tends to kill conversation, most listeners seem to have developed a conversational pattern, particularly during commercials.

What are some of the implications of this in the planning of recreation center activities? This increase in impetus toward "spectator sports," as evidenced by the rapid growth of television, screen, radio, and million dollar sports stadiums and arenas, is a growing trend in direct antithesis to one of our major objectives, namely, that of greater spectator participation.

To develop this participation, therefore, we first of all must emphasize the teaching of recreation skills and hobbies. In order to do this, it is well to remember that television is unquestionably a fine medium of entertainment and instruction. Plans to use color television for training of large groups of medical students in surgical techniques was announced recently by the medical center of the University of Pennsylvania.[2]

Group leaders, educators, and sales promotion organizations have also become increasingly aware of the potentialities of television for teaching demonstrations to large groups. Its effective use as a news medium for current events or for forums and discussions is practically unlimited, particularly when such programs are used in conjunction with, or to enrich, a club or group project. It is when these programs tend to become substitutes for group activities in community centers, that television then loses all of its effectiveness, save that of its entertainment value.

Some recreation agencies, professional social workers, and parents have very foolishly accepted television as a quick "cure-all" for delinquency. "Keep them off the streets by letting them watch television, and thus keep out of trouble," is the cry of many agency executives or parents who have spent their last dollar on a television set. However, a recent article in the *New York Times,* relating the activities of some twenty members of the "Black Hat" gang of Brownsville, and the accidental shooting of one of its members, brought forth a very pertinent comment from the slain boy's father, a staff sergeant of the U. S. Army. The father said that he "bought a television set recently, and that his son and friends spent evenings in front of it when they were not at school."

In one instance, on the other hand, television was

Television can be used to teach recreation skills.

instrumental in forming an effective House Council, something the agency staff had been working towards for the past few years. Created primarily to raise the necessary funds to purchase a television set for the center, this same House Council is currently responsible for the effective planning and use of the set for its membership. Day to day operational problems of television, as it effects the membership, are now handled exclusively by the representatives of the House Council. For example, who shall be permitted to use the television set and when is under the sole jurisdiction of the House Council. What is to be done with the athletically-minded youngsters who constantly clamor to see the fights, the basketball games and the wrestling matches, or with the girls who want to see something entertaining, or want to dance in the lounge instead, is also handled by the House Council.

This council has also been instrumental in getting the center to adjust its working hours and schedule to coincide with the timing of the major sporting events, such as the baseball and football games on Saturday and Sunday afternoons, or the weekly boxing bouts at Madison Square Garden which start at ten p.m., the normal closing time for many community centers.

After two fruitful years of operation, the council is now wrestling with the more complex problem of trying to schedule television to integrate its use with the overall plans and objectives of the center program. In addition, the House Council has initiated several successful fund-raising projects for the upkeep and maintenance of the set, without having to call upon the house budget for the cost of repairs.

The realization of a similar plan could be readily attained in other agencies if properly motivated and directed by competent, professional workers.

The pressure of retrenchment which usually fol-

[1] *The New York Times,* January 21, 1949.
[2] *The New York Times,* February 15, 1949.

lows rising costs and decreasing contributions may effect the programs of community centers and their use of television, namely, in the tendency to use television as an inexpensive means of conducting mass activities.[3] All that is needed, some people will contend, is a television set or two, a large room with plenty of chairs, and an inexperienced leader or attendant to maintain law and order. This approach, however, is far removed from sound recreation.

Some other pro and con discussions regarding television within an agency setting include:

(a) Television may be used as an excellent medium and instrument for attracting more members to the center, and thereby giving an opportunity to involve them in other group activities.
(b) It can be used by coaches and instructors to teach recreation skills, such as boxing, basketball, wrestling and football.
(c) Many community centers reported that, with the advent of television in their lounges, there was a marked increase in gambling and betting, especially during sporting events, the payoff usually taking place outside the center or in the privacy of the men's room.
(d) Since most agencies are very limited in space, the installation of a television set, usually in the lounge or game room, has meant the curtailment of certain creative group participating activities.
(e) The presence of television sets in community centers has been a factor in reducing the amount of money spent by some of its members on movies and entertainment. This is a very real service to persons in low income groups, and especially important in difficult times.
(f) Country and day camps will find television an asset. It may be used for newscasts, sporting events, entertainment of campers and counselors, particularly on rainy days and during inclement weather. One organizational camp installed a television set in its infirmary to entertain the sick.
(g) It is the contention of many professional workers that television interferes with the established pattern of center activities and club programs. However, it is the writer's firm conviction that television in social agencies, or in the homes of center members, need not interfere with the basic pattern of programming. Television, properly used, adds and inspires rather than detracts from the activities of the community center. To integrate television into the center program, the sets should be used in the same manner as the radio, the record player, films and other visual aid material.

A final note. This article is not designed to criticize television or render a discourse on the responsibility of television to the public. It is simply an attempt to call to the attention of community center workers some of the difficulties they may expect to encounter upon purchasing a television set for their agencies, and how to cope with such problems.

[3] Kiplinger's Washington *Newsletter*, Sept. 11, 1948. "There's a nation-wide lag in gifts, to charity, to churches, to schools and colleges. Big donations are down a little, but the great multitude of small and medium donations are down even more."

The Comics as "Whipping Boy"

Irresponsible accusations levelled against comics magazines as a cause of juvenile delinquency "are without credible evidence to support the charge," it was declared by Henry E. Schultz, executive director and general counsel of the Association of Comics Magazine Publishers, in an address before the delinquency section of the National Conference of Social Work in Cleveland. Mr. Schultz was one of the speakers at the meeting of social workers on "The Influence of Motion Pictures, Radio and Comic Books on Children."

While agreeing that a small minority of publishers have distributed comics magazines that "justifiably disturb decent citizens," Mr. Schultz stated that the rush to make comics a "whipping boy," or scapegoat, has attracted headline-hunters who have succeeded in frightening parents and teachers.

Mr. Schultz directly attacked the charges of Dr. Frederic Wertham, psychiatrist, who, he said, has criticized comics vigorously and emotionally, "if not scientifically and logically." He also asserted that practically all the expert testimony of psychiatrists, psychologists and social workers is in disagreement with Dr. Wertham.

Excerpts from the Schultz address:

"A substantial start in self-regulation has been accomplished by organization of the Association of Comics Magazine Publishers, Incorporated.

"First, all products of members are required to be screened in accordance with a code previously adopted. . . . In conferences with editors, new techniques in handling story materials were developed, avoiding offensive delineation. Publications complying with code restrictions were awarded the association seal of approval to appear prominently on the covers of the magazines.

"Secondly, an attempt had to be made to understand and meet the attacks on comics, and particularly the grave charge that they contributed to juvenile delinquency.

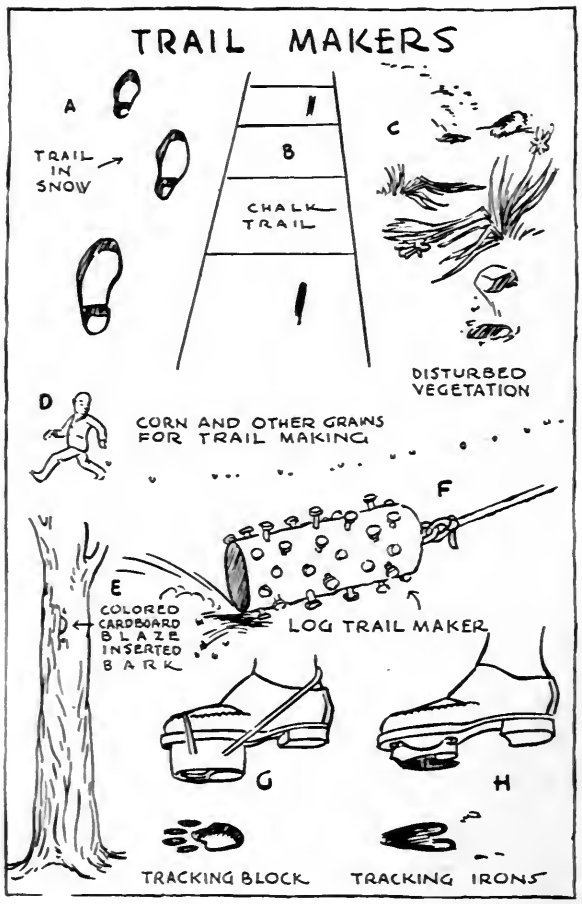
"Let me say, here and now, as emphatically and vigorously as I can, that this charge, repeated over and over again, is absolutely without credible evidence to support it. Research, analysis and consultation with qualified opinion in this field support this position. . . . Statistics on juvenile delinquency indicate a sharp drop for the past several years coincident with a great rise in comics sales."

Tracking Games

Ellsworth Jaeger

TRACKING GAMES ARE fun and, at the same time, develop the senses that must be used in real tracking and trailing. Good eyesight and a well-developed sense of observation are fundamental requisites of a good tracker, and these qualities are often greatly improved by play.

TRAIL MAKERS. There are a number of methods of making trails. Of course, snow, soft ground, or sand offer excellent opportunities for trail making (A), in illustration on this page. However, when the ground is not favorable, some sort of "trail maker" is necessary. On city sidewalks, chalk marks are sufficient (B). In the woods, fields and meadows, some sort of glaze or broken and disturbed vegetation (C) may be used to mark a trail.



Kernels of corn or other grain may be dropped from time to time to mark a trail (D). Again, small pieces of colored cardboard may be stuck into the bark of trees or bright colored chalk marks may be made upon tree trunks at eye level (E). One type of trail marker is made from a section of a small log, studded with small spikes. A staple is driven into one end, to which a rope is attached (F). As a runner drags this along the ground, the log leaps, scrapes and hops about in an amazing manner, making a very erratic trail.

If the ground is soft, "tracking blocks" can be made and bound to the feet. When the wearer walks, he leaves the life-like tracks of the animal whose footprints are carved into the blocks (G).

Another type of trail marker is the "tracking irons." These are fastened to the soles of the shoes (H) and will cut into the ground more deeply than the wood block tracks.

TRACKING GAMES. A well-known common trailing game is "Hare and Hounds." This has been played on the city streets for generations.

The "hare" has a piece of chalk and is given a three-minute start. As he runs, he makes a chalk mark from time to time on the sidewalks. The "hounds" follow the chalk marks and each "hound" must place his mark across the "hare's" blazes as he speeds on his way. The chase may cover a dozen blocks. If the hare succeeds in getting back to his starting point without being caught by the hounds, he is the winner. Hounds may bag the hare by catching up with him and touching him. Each hound should carry a distinctive colored chalk, so that a check can be made as to his faithfulness in marking each blaze he passes.

CITY TRACKING. This is a game where each contestant makes a record of the different tracks he can find in a city block. These tracks may be made

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by any living creature—bird, mammal, insect, man, woman or child. The one finding the greatest number of tracks is the winner.

City Trail Blazes. In this game, a group will hike a mile or two along city streets to see how many modern city blazes each one can find. Blazes may be streetcar or bus stops, stop lights, safety zones, traffic markers, police and fire boxes, direction pointers, one-way street markers. The person who collects the greatest number is the winner. A blaze is a simple sign conveying information without words. City blazes are the descendants of those used by the wilderness savages and, in some instances, the mark is the very same used in an earlier time.

Modern Road Blazes. On your next auto ride into the country, see how many road signs your party can identify. This is a good way to learn the modern road signs used in your "auto driver's manual." For instance, identify and know the meaning of broken lines, solid lines, double solid lines, three-lane roads, stop signs, stop-and-go, slow, railroad crossings, "S" curves, crossroads, side roads, the meaning of diamond, octagonal, round and square road signs. Use your state driver's manual for information.

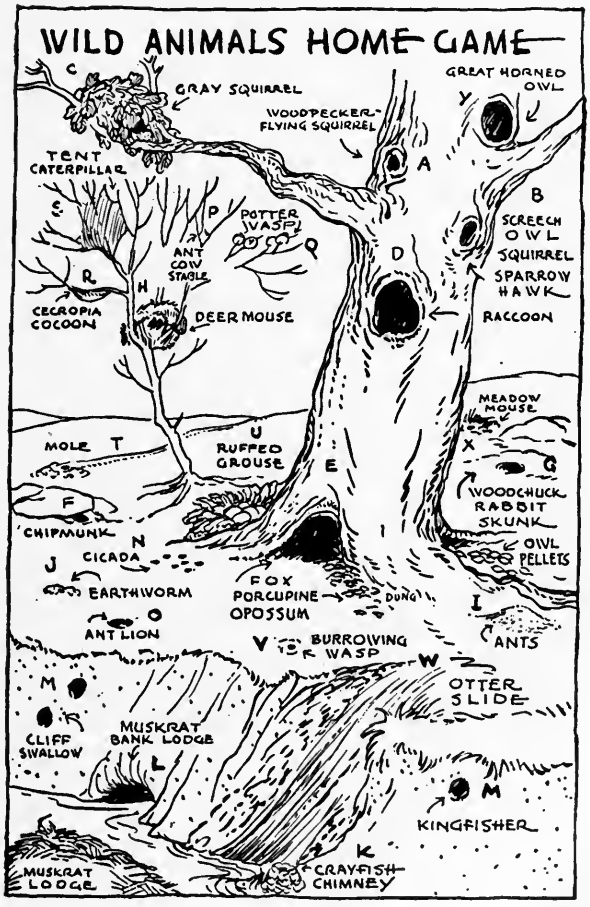
Early Trail Blazes. Your neighborhood offers an interesting evening's discussion. Have each member of the group try to track down early trail blazers of your community and give the stories of their exploration. Also try to find the early trails and travel routes which some of your modern streets and roads may follow. Your historical museum and libraries can be of help.

Treasure Hunts. In the park, by using various blazes with stones, long grass, twigs and tree blazes, a hunt can be made quite exciting, especially if there is a worthwhile treasure at the end of the trail. Instead of chopping blazes into the bark of trees, stick a small, round piece of white cardboard into the bark. The first one to unravel the trail will find the treasure. Any number can participate. The trail is laid out in advance and all begin at a starting point and follow the trail blazes. The various types of blazes should be scattered along the trail so that the individual's observation will be well taxed.

Trail Stories in Snow. Take a winter hike to a nearby woods or park and have your hikers follow an individual animal's trail, making notes and rough sketches of all that the trail tells. At the end of the hike, gather together in the evening, perhaps around the fireplace, and have each one relate his findings. The person who has the most detailed and interesting story is the winner.

Indian War Trail. Each participant in this game makes an Indian scalp of a round piece of leather or felt three and one-half inches in diameter, with long strands of horsehair, string, yarn, thread or raffia threaded through the middle. A loop for fastening the scalp is attached to the leather or felt. This is the individual's scalp, which he may lose if he is not careful on the war trail. The "hostiles" make a fairly obvious trail by disturbing vegetation, turning over stones, bending twigs, uprooting small bits of moss, making footprints in the soft earth or mud, and so on. Each clue is worth a certain per cent of the whole. Players keep records of each clue that they find in sequence, so that it can be compared with the master record. The one who spots the greatest number of clues and discovers the "hostiles" is the winner and collects their scalps. If the trackers fail to discover the "hostiles," they lose their scalps to the enemy.

Snow-Trailing the Bear. The "bear" wears a hood with round ears sewed to it, carries a three-foot club made of burlap stuffed with straw, and has a balloon fastened securely to his back. The hunters wear caps and carry large handkerchiefs with a knot tied at one end. The bear is given a ten minute start and the hunters follow his trail in the snow. The first one to come upon the bear tries to kill him by breaking the balloon with the knotted



handkerchief. The bear, in turn, can put the hunter out of the game by knocking the hunter's cap off with the straw club. The fight and hunt continue until the bear is bagged or all the hunters are "killed." In making the trail, the bear can use all the ingenuity and strategy at his command, making use of side-stepping, backtracking, ambush, and the like.

SETON'S TRAILING GAME. Ernest Thompson Seton used to play a trailing game in camp. One of the campers, who was chosen as the deer, wore a pair of tracking irons and was given one hundred beans, thirty slices of potatoes and a ten minute start. He could make his trail as crooked as he pleased, dropping a bean every three or four yards, a slice of potato every twenty yards. After a ten minute run, the deer would hide in the brush. The trackers following him then picked up the beans and potato slices, each bean counting one point and each slice of potato two. The one who discovered the deer scored ten points.

TRACK QUIZ. Make a number of black and white drawings of common tracks on cardboard squares large enough to be seen at a distance. Arrange the players in two files facing each other, and run the program like a spelling bee. Start at the head of the lines. If the person in the first line fails to recognize the track, the one on the opposite side is given a chance to identify it. The person who fails to identify a track is dropped from the group. The game is played until only one player remains.

TRAIL DETECTIVES. A party is divided into two groups. The first group, given scissors and white paper, selects the tracks of several animals and cuts the footprints out of paper, enough to make trails that will tell of some incident. This group then proceeds to lay out the various trails upon the floor, and the other group tries to identify the animals' footprints and interpret the story. If this group succeeds, it is given an opportunity to cut the tracks and lay the paper trails.

WILD ANIMALS HOME GAME. Have a group scatter through a small woodland. Each player has a notebook and pencil and each one keeps a record of all the signs of animal homes that he finds in the area. The one who spots the greatest number is the winner. The drawing on page 241 shows a number of such apartments that might be seen: (A) shows a typical woodpecker hole, (B) a screech owl's, squirrel's or sparrow hawk's penthouse, (C) a leaf tree house of the gray squirrel, (D) a raccoon tree home, (E) the hollow tree den of porcupine, gray fox or possum, (F) a chipmunk's burrow, (G) a woodchuck, rabbit or skunk hole, (H) a remodeled deer mouse nest, (I) an ant nest, (J) earthworm's burrow, (K) a crayfish chimney home, (L) a muskrat bank burrow and a muskrat cattail house in the swamp, (M) a kingfisher's or cliff swallow's burrow, (N) cicada tunnels, (O) ant lion's funnel, (P) ant cow's stable, (Q) potter wasp nest, (R) cecropia cocoon, (S) tent caterpillar nest, (T) mole burrow, (U) ruffed grouse nest, (V) burrowing wasp, (W) otter slide, (X) meadow mouse, (Y) great horned owl. There are, of course, many more that tell of an animal's presence as surely as do his tracks.

TRACKING SUGGESTIONS. Keep a track notebook. See how many autobiographies you can find after each snowfall. Make tracking irons of metal. Make a trail marker. Make plaster casts. Look for old remains of Indian trail blazing. Try to find trail routes of early explorers in your neighborhood. Make various types of track casts. Make a dust autograph album. If you know of a tracking game, please send it to the writer and you will be given credit for it.

If you follow unknown, woodland trails, be sure to blaze the way as you go, for it is the sign of a good woodsman to be able to find your way back.

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LITTLE SCOUTS

"What'll we do now, Mr. Johnson? We finished the checker tournament."

An Observance of Parks and Recreation Week

As a part of a successful observance of the first Parks and Recreation Week in Fort Wayne, Indiana, an essay contest on, "What Fort Wayne Means to Me," was held among seventh and eighth grade students of the public and private schools of the city. This probably will be continued from year to year. Teachers of language, arts or English were requested to stimulate classroom discussion of the subject, and to allow sufficient classroom time for essay writing. They were then responsible for turning the best essays over to school committees for preliminary judging. City judging was done by judges from the Fort Wayne Council of Teachers of English. Winning students appeared on the mayor's radio program.

Winning Essays

First in City

To have an enjoyable inexpensive vacation you don't have to go to Florida or California. We have beautiful parks for vacationing right here in Fort Wayne.

The scenery in our parks is just as beautiful as in any real vacationing spots. For instance West Swinney Park has its lovely Jaenicke gardens, and Lakeside park has beautiful rose gardens, fountains, and lagoons.

Parks such as Memorial and Swinney have historical features. In Swinney there is a museum. Memorial has several statues of famous people.

If you like water sports there are parks for that too. Lawton, Swinney and Memorial have swimming pools. Reservoir park is an excellent place for fishing. It is especially known for its bait casting. Municipal Beach is also good for fishing and swimming.

Almost every park has a place to play some kind of ball. There are tennis courts, baseball diamonds, golf, and in some parks there are baskets for basketball.

There are parks for games too. You will find archery in Franke. Franke also has a zoo and a bird sanctuary. In these you will find pheasants, peacocks, ducks, geese, skunks, raccoons and other animals.

As for picnicking, I would suggest any park. There are fire places, tables and other facilities for picnicking.

All of this means an enjoyable inexpensive vacation for me and all of the Ft. Wayne boys and girls this summer and every summer.

Catherine Wright, Grade 7A

Second in City

The spirited cries of children in a nearby park assure you that there is no better place to spend your free time. The City Park Board has done much to make our parks a place of enjoyment for everyone.

The many parks have been situated carefully, so that nearly everyone may live within a very reasonable distance of one.

All types of persons are sure to find satisfaction in one of the numerous activities a park provides. A nature fan would take joy in viewing the many carefully tended trees and flowers. In many cases a lake also adds beautifully to the atmosphere.

For the rough and ready tomboys the parks provide numerous sports, such as baseball, softball, tennis, and in some cases swimming, which proves very refreshing on a hot, sultry day.

The more constructive people, interested in handcrafts, find willing help from the cheerful supervisors in making many useful articles.

The Park Board deserves much credit for its efforts put into the Fort Wayne parks, wonderful places for the development of health, strength, and the ability to associate easily with others.

Lois Rodenbeck, Grade 8

Third in City

An invitation—Would you like to come along with us today? We are going to the park to have a grand time. Mother has packed a delicious lunch and we are going to roast hot dogs and marshmallows in the fireplace. My dad just loves to come along because he can sit back on the beautiful grass and forget all his troubles and cares while the delightful cool breezes pass over him. We children like sports—softball, baseball, basketball, swimming.

The parks have the most beautiful scenery. There are a variety of flowers and shrubbery which make the parks look gay with their bright colors. Whole beds of these dainty tinted flowers are skillfully and artistically laid out.

Mother says the parks keep us out of mischief and help us pass the time when there is nothing to do. There is space for me to wander as far as my legs can go and then, nice painted benches for me to rest till I get my breath again.

It takes a lot of work to get these parks into such admirable condition and to keep them just so, reflecting the grandeur and immensity of God.

How about it? Won't you come along with us now? We'll have a swell time and mother will bring the best lunch you ever ate. That's it! Bring the family, too. There's plenty of room and lots to eat. I knew you'd say yes.

Constance Judis, Grade 7

Chalk on Wet Paper

Sigrid Rasmussen

Art and crafts projects can

SKETCHING OUT-OF-DOORS is fun. It is a good way to get ideas for pictures. It teaches us to observe things we look at every day but do not really see. We draw stronger pictures of places and people we know than of unfamiliar scenes from far away places or from long ago. Ideas from outdoor sketches or from things we have done are good subjects for colored chalk drawings.

Chalk dust can be avoided if the paper surface is thoroughly wet with a cloth, sponge or the hand. If it dries as you work, add water to the unfinished areas. The wet paper makes it easy to have broad, strong chalk lines and masses. Use the chalk much like paint, almost brushing on the rich color. It is interesting to show the paper surface in some experiments. A pad of wet newspaper under the drawing will keep the surface moist for a longer period, whereas a dry newspaper under the drawing will absorb excess moisture and chalk, and facilitate the cleaning-up process.

A wide variety of papers can be tried. The texture of manila or bogus drawing paper helps to hold the chalk. These and other drawing papers vary in their surfaces, so look for the right side.

Experiment on colored papers and with both soft and dustless colored chalks. When the picture has been completed, place it on a sheet of newspaper so that it will dry flat.

Author is art consultant, Binney Smith & Co., N. Y. C.

Newsprint in Action

Ruth Hopkins

grow into personal hobbies

AFTER FOLLOWING THE printed instructions for making these animals (one thick, shorter roll of newspaper, tied firmly, for the body; other long, thinner rolls tied and bent over the body for legs, or tied along the body and extended into neck and head), Bennie provides himself with a pan of paste, and newspaper torn into strips. Paste is bought in powder form, the kind sold by hardware stores for wallpapering, or may easily be made by cooking flour and water.

The newspaper scraps, preferably torn rather than cut, for more easily blended edges, are submerged in the thin soupy paste and soften up quickly. By now the potential animal will stand, and is balanced on corrugated board for easy handling. It will be well to place it in the sun between work times. Bennie picks up handfuls of the soggy paste-and-scrap masses and plants them where they seem needed to give realistic thigh, shoulder and neck contours. Every now and then, he crisscrosses strips about the masses to hold things together. He squeezes the figure, too, to give shape, and to get rid of extra moisture and paste.

Possibly because of the squeezing, or perhaps directed by Bernie's subconscious, the creature now begins to take on definite characteristics. Ears, or a lower jaw and tongue, or jutting frontals for eye sockets are added by use of several layers of paper shaped and placed. Marbles, large-headed pins or painted paper balls are used for eyes.

Before painting, the whole is smoothed with a final layer of carefully crisscrossed small pieces. This, well done, gives a pleasing leathery texture to the finished product. A thick coat of poster paint may be put on evenly before the animal is dry. After thorough drying of the paint, Bennie glues on a string tail or mane, a wool goatee, or any touch which seems called for, and finishes with a coat of clear shellac.

Author teaches art and crafts in LaGrange schools.

Above, a few newspapers in Bennie's hands—then anything from dog to donkey. Left, among things made by fifth and sixth graders are alligators, long-necked birds.

Articles on these two pages reprinted from School Arts.

"DEAR SIR:"

Tennessee Answers Questions on Community Recreation

Dear Sir:

I have been appointed chairman of a committee in our town of 6,000 people to see what can be done about public recreation. Last year, one of our civic clubs sponsored a playground program which was very popular with our young people. This summer the club will be unable to carry on this project for us, and we are concerned with the problem of continuing it. We feel that perhaps our city government should do something about the matter, but there are many questions that present themselves. We have been referred to you for assistance.

How can we start a permanent recreation program in our town—one that will continue year after year? Do cities in Tennessee have authority to establish a recreation program and spend tax money to support it? How many playgrounds should we have in a town our size? Could you tell us what other cities our size are doing? We don't have any space for recreation except on our school grounds; can we use them this summer? How much money do we need? How many hours a day should our playgrounds be open? Do you think we need professional leadership?

If possible, we would appreciate having you meet with our committee to help us get started. If you cannot come or send a representative, kindly advise us where we may receive such help.

Yours very truly,
JOHN A. BROWN, *Chairman,*
Recreation Committee

THIS LETTER IS a composite of many such requests that are being received almost daily by the various members of the Tennessee Inter-Departmental Committee on Recreation. Recreation as a small community function is experiencing severe growing pains in Tennessee. To alleviate some of these growing pains, and attempt to answer a few of the perennial recreation problems of small communities, the Tennessee Inter-Departmental Committee on Recreation recently has conducted a series of nine district recreation conferences.*

These one-day meetings for public officials, civic leaders and school people were directed in key locations throughout the state. Two hundred thirty-seven official delegates, representing fifty-six cities and seven counties, joined with state, TVA and private recreation specialists in discussing ways and means of developing and improving local recreation programs. The sessions were conducted in an informal atmosphere in which all participants were afforded an opportunity to exchange experiences and raise questions. Six different agencies, including the Tennessee Valley Authority, National Recreation Association, University of Tennessee, State Planning Commission, Department of Education and the Division of State Parks, cooperated with local officials in sponsoring these meetings.

The conferences were designed to be double-barrelled attempts to meet pressing problems presented by individual delegates. The agenda, as prepared in advance, was neither long nor detailed. Four main topics were determined, namely: (1) Recreation as a municipal function; (2) the essential factors in developing a community recreation program; (3) the legal aspects of municipal recreation; and (4) the organization and administration of a municipal recreation program.

Time was allotted for individual consultations, and effective use was made of two movies distributed by the Athletic Institute: "Leaders for Leisure" and "Playtown, USA." But the meat of the meetings was in the give and take of discussion freely entered into by all participants.

The mayor of a community of 5,000 population introduced the eternal problem of finance in this fashion at one meeting: "I am sold on recrea-

*Copy of program can be obtained from: Tennessee Division of State Parks, 303 State Office Building, Nashville 3, Tennessee.

B. R. Allison

tion—or at least I think I am—but where is the money coming from? The streets in my town are in deplorable condition, we need a new sewage disposal plant and our water system will soon be inadequate. Why, I get more complaints on rough streets every week than I get on recreation in a year! After these requests are answered, there will be no money left for recreation."

A public official from an adjoining town replied: "It has been my observation that people get those things that they most desire. My town also needs additional improvements, and yet we have a recreation program too. Public recreation costs tax dollars—that we must face—but the end result is worth many times the cost."

The framework of the meetings gave free play to the friendly competitive spirit which exists between cities in the same district. Thus a small city with a good community recreation program served as a pattern—a stepping-off place—in the discussions. Wherever possible, the conferences were scheduled in cities with a population of approximately 20,000 which have good programs.

Time and time again, emphasis was placed upon the desirability of wide community support of recreation programs. Delegates frequently related experiences with summer playground activities, under individual or club sponsorship, which died a second year when interests changed. A fundamental truth of recreation was discovered in nearly every conference: that recreation has within it some of the seeds of human betterment, but that it is not a panacea; it is a companion effort with those for the home, church, school and others. Recreation is a preventative and a part of the treatment for adolescent waywardness, but it is not the whole cure.

"We have limited resources in our town. We haven't much money and there are few park and playground sites, but we desperately need a well-rounded program for our people. Where shall we start?" asked a much-harried city manager.

"Start at the beginning and only be satisfied with a high quality product," came a ready response from a civic leader who operated a dry goods house. The "beginning" was further defined as a legally constituted board or commission established by a city or county government under the terms of permissive legislation which exists in Tennessee. (Public Acts 1937, Chapter 307)* "High quality product" was determined as the most inclusive program possible commensurate with available finance, leadership and facilities. It was agreed, in most discussions, that a single playground well-designed, properly planned and adequately supervised—if that is all a community could afford—was better than a larger program poorly administered.

"What activities are included in a good program?" asked a clubwoman from a city of 12,000. "Our athletic coach directed our playground program last summer and I wasn't satisfied with what my little girl got out of it."

This launched a spirited discussion. It was concluded that recreation means many things to different people. If we are to expect wide public support, a community program must be appealing to divergent tastes. Administrative problems which were considered included the working hours of leaders, operating hours of playgrounds, salaries, program content, age groupings, reports and records, and the place of the city recreation commission in the total program.

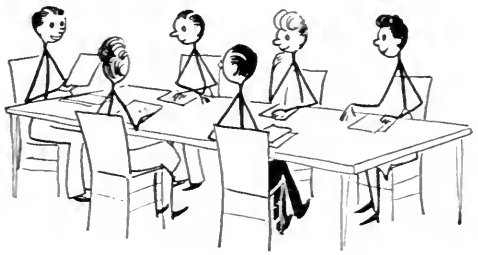
"Survey your community carefully. Inventory all resources as churches, school grounds, vacant lots, volunteer leadership, public buildings and aids from higher public levels; query the man on the street for his needs and desires. Use what you have where you have it," was again and again reiterated by the various state, federal and private consultants who steered every meeting.

Most of the 237 participants discovered that their problems were not unique, but were common to most small cities. In this realization, there was strength and renewed vigor. Many delegates first became aware that in Tennessee much assistance in the nature of counsel and planning can be obtained by cities and counties through the cooperation of many agencies. The Tennessee Valley Authority makes available a recreation technician and some additional planning to those communities which are directly or indirectly influenced by the Authority's developments; the Tennessee Division

Mr. Allison is Director of the Division of State Parks.

*Copies can be secured from: Tennessee Division of State Parks, Nashville 3, Tennessee.

of State Parks has a staff recreation planner well-versed in the promotion and organization of community programs, and the Division offers some site planning aid. The Tennessee Planning Commission undertakes, upon request, to facilitate the coordination of community recreation with the total planning for the growth of cities. The Department of Education stimulates school recreation programs and provides a necessary liaison between people in the education field and community recreation.



The State Health Department contributes help on recreation matters pertaining to public health; the University of Tennessee and the Extension Service approach the rural problems. Other agencies make indirect contributions. The National Recreation Association plays a leading role in the furtherance of public recreation, both on the state and local levels. Close understandings exist between these agencies.

Through the Tennessee Inter-Departmental Committee on Recreation, which was established as recently as January, 1948, these diverse agencies coordinated their efforts in the field of public recreation. The committee serves as an information exchange and as a funnel, so to speak, through which its member agencies may join forces toward a more unified and effective recreation effort. The committee is currently embarked on a state-wide survey of public recreation.

On the premise that the growth of public recreation in the small cities of Tennessee is dependent on the increased understanding of recreation by officials and public-spirited citizens, these nine conferences were conceived as an advance at close range by all available resources. The problem of answering inquiries from these public officials and others was mounting like a snowball. Personnel and finance, both at the state and local levels, to give this service were at a minimum. Therefore, an effective short-cut was urgent. These conferences were the obvious answer. Playground leaders and representatives of semi-public agencies were not generally invited (training institutes were held for them during May), as the viewpoint of the conferences was the promotional, organizational and administrative aspects of strictly public or tax-supported recreation. In the brief time since the conclusion of the conferences—they were held in March—it is evident that this approach has short-circuited months, perhaps years, of individual consultations.

In order to interpret the function of government as it relates to recreation, and to lend its organizational skill, the Bureau of Public Administration, University of Tennessee, contributed actively. Fundamental criteria for the meetings were determined to be: (1) Were the meetings well-attended and representative of the communities and districts? (2) Did the persons attending participate actively in the discussion and derive benefits from it? (3) Did the meetings generate sufficient interest to bring about requests for follow-up consultations and services? On all three counts, the conferences scored high. Many shortcomings in the organization of the meetings and in procedure have been discovered through the medium of hindsight. Of course, it has yet to be determined to what degree

the conferences stimulated the growth of public recreation in small cities in Tennessee.

Did the conferences answer the letter that began this article? Yes, they did answer some of Mr. Brown's questions. But they also uncovered some more questions from new sources that will serve as the basis of discussion for another year.

Errata

The statement of James E. Rogers, on page 175 of the July, 1949 issue of RECREATION, "3,000 communities large and small, that conduct such a program," refers to the communities conducting a recreation program of one type or another and not necessarily a year-round program.

Poor Man's Country Club

Richard F. Williamson

THE SCENE IS a little white church in a small town in Lycoming County, Pennsylvania. Men stand talking in groups on the lawn and at the front door. Cars line both sides of the nearby highway, bumper to bumper. The odor of fried chicken sweetens the air. It is the evening for the monthly meeting of the directors of the Consolidated Sportsmen of Lycoming County.

There is a country-cooked dinner to be eaten—and then a program of business to be attended to; and, after that, a moving picture that will appeal to men who love the outdoors. As the cars come to life and the sportsmen start back to their homes, another official oiling has been given the machinery that operates one of the largest organizations of sportsmen in the nation.

Five or six years ago it was just another sportsmen's club. Its meetings were on the dull side, and its officers were pleased when the membership reached the thousand mark. It regarded other sportsmen's clubs with suspicion and spent a lot of its time yelling loudly for the state to stock more fish and game in Lycoming County. As a community enterprise, it offered virtually nothing at all.

To Our Members:
THESE GROUNDS ARE NOW OPEN TO OUR MEMBERS DAILY INCLUDING SUNDAYS UNTIL DARK.
PERMISSION FOR THE USE OF ANY EQUIPMENT CAN BE SECURED FROM THE CARETAKER.

The stone skeet house is typical of the permanent installations at the Sportsmen's Memorial Grounds.

In fact, its affairs were run by a little group of officers in a sort of closed society.

But today things are different. Its program is based on teamwork. Its officers and members are prominently identified with all worthwhile community projects. It wars on selfishness and strives to cooperate, on a constructive basis, with the conservation agencies of the Commonwealth. Its management is in the hands of a staff of regular officers and a board of directors of 250 members.

It operates a Sportsmen's Memorial Grounds—the "poor man's country club"—not far from the City of Williamsport. It places emphatic importance on a program for teaching teen-age boys and girls to be the good sportsmen of the years ahead. It has a definite program to which it is dedicated on a long-term basis; its membership last year reached the amazing totals of 10,000 adults and 2,000 juniors. This is 12,000 members in a sportsmen's group in an area whose total population is less than 100,000.

In central Pennsylvania, private hunting and fishing clubs are numerous, but in most of them the initiation fee and annual dues are beyond the means of the average man. The Memorial Grounds provide his country club now. William R. Waldeisen, head of the committee which supervises the area, puts it this way:

"When our program is completed, we aim to give every member of the Consolidated Sportsmen the same opportunity for recreation at the Memorial Grounds that he would be able to enjoy in a club. For his dues of one dollar a year, we want to provide a place where he can bring his family, when he pleases, to enjoy the outdoors."

It would be difficult to say which of its two programs—development of the Memorial Grounds or expansion of the junior activities program—is the favorite of the Consolidated Sportsmen. The junior program is the newer of the two, having been launched in January, 1948.

The directors of the organization chose as its

Reprinted from the *Pennsylvania Angler*.

head Raymond R. Rommelt, principal of a grade school in South Williamsport. They told him to make his own plans, spend any amount of money within reason, and strive to enroll 1,500 boys and girls in his division.

Rommelt knows his youngsters. In every school in Lycoming County he set up a committee of one teacher and one boy and one girl. He operated on a two-point basis, and tried to put across to the youngsters these facts:

Membership in an active sportsmen's group is the avenue to greater enjoyment of hunting, fishing, and the outdoors. Membership in such a group gives a young person an opportunity to learn lessons of conservation and good sportsmanship.

He went one step farther. He assured the young people of a voice in the affairs of the organization and a part in the programs, too. These promises have been kept.

In the spring the boys and girls help to stock thousands of trout in the streams of Lycoming County. Skilled members of the club have given groups of them instructions in the safe handling of firearms. Last year a field day for young people was held, with a program of outdoor sports that attracted a big crowd. Adults stood on the sidelines, as this was strictly a teen-age affair. Other such programs are planned.

The Memorial Grounds along Loyalsock Creek, a short distance from Williamsport, cover 230 acres of fields and woods and include one plot of sixteen acres on the bank of the creek. This plot is a special project—a mammoth swimming beach and picnic ground. A shallow section of the creek is reserved as a wading and swimming pool for children. There are picnic tables and outdoor fireplaces, and a big shelter to be used in the event of a summer shower. Driving of cars in the area is forbidden.

The property value of the entire Memorial Grounds is about $30,000. It includes every possible facility for outdoor sports, including trap, skeet and rifle ranges, quoit courts, baseball diamonds, archery ranges—and shaded spots where folks can sit and enjoy being outdoors. Trails for hikers and camera fans are being laid out in the woods on one side of the area.

Skeet houses are built of mountain stone, and the traps are electrically operated. There are comfort stations on the grounds, and also a dispensary for use in event of emergencies. An auxiliary, portable lighting system has been installed, and a supply of safe drinking water assured. A sylvan chapel will be constructed, as well as a pond for fishing in summer and skating in winter. There are pens where quail and pheasants are reared.

Nothing better demonstrates the cooperative spirit of the organization than does the memorial area, which is a memorial to those members of the Consolidated Sportsmen who gave their lives in the second World War. Groups of members have become active sponsors for various projects for enlarging and improving the area. Business and industry have contributed in the form of buildings, supplies, and equipment. Installations are on a permanent basis, designed to endure for years and to contribute to the beauty of the grounds.

The sportsmen have a definite program, as well as a large membership and a fine recreation center. It is based on four principal points:

1. Improvement of relations between farmers and land owners and the sportsmen who hunt and fish.

2. Cooperation in every move to end pollution of the west branch of the Susquehanna River, which flows through Williamsport.

3. Greater participation in the work of the Pennsylvania Federation of Sportsmen's Clubs.

4. Development of the Memorial Grounds and also of the program to interest young people in the outdoors.

There are three important events on the calendar of the organization each year. One of these is the annual election of officers, in January. The second is the annual picnic and, with so large a membership, it is necessary to make this outing a two-day affair. The third is the annual spring meeting, just prior to the opening of the trout fishing season.

For years the Consolidated Sportsmen did as most other groups do. They held a banquet with a program of entertainment; but only 500 to 600 members were able to attend because of the lack of space in any available banquet hall. So this was abandoned. Instead, the Lycoming County group now rents the largest theatre in Williamsport and has a program there, with an attendance of 1,200 to 1,400 men and women.

The 250 directors and the officers of the organization meet monthly—in small communities throughout the county—but any member of the Consolidated Sportsmen may attend if he wishes. Because not everyone can go to these meetings, the organization publishes a quarterly bulletin which is distributed free to all members. It contains news of the organization and its members.

Besides the regular staff of officers, there is also a staff of regional vice-presidents covering the county, and members of the board of directors are chosen from each community, large or small, in the county. More than a score of committees direct and plan the varied activities of the organization.

Michigan Lighted Field Survey—1948

Bernard Ballantine

With many communities having lighted fields for athletic facilities, and many others contemplating the construction of them in the near future, this survey was undertaken primarily to learn what fees and charges are made so that recreation boards, school districts or recreation departments might obtain a general picture as to prevailing policies and thus be guided, to some extent, in determining their own.

From results of a questionnaire sent to Michigan Recreation Association affiliates, it is impossible to offer any type of a standardized rental policy, either for lighted fields or for concessions at these fields. Among other factors, apparently this is because budgets are varied, and also because some recreation departments work jointly with school districts in operating their lighted fields. However, some generalities can be presented which might be helpful to those seeking to establish a policy, or to alter the one now in effect.

In most cases where the communities owned the lighted field, the policy of operating it was determined exclusively by the recreation department or its board or commission. Where the school district owned the field, the policy was determined by the school board in fifty per cent of the cases. The remaining fifty per cent followed a policy of joint administration, with the recreation departments providing the softball terms and the school district taking care of the football arrangements, in most instances.

There is a wide variance in rental fees among Michigan communities, particularly for football, ranging from free rental and no charges to $200 for a single night game. Softball rental also showed a marked variance, ranging from free rental to $75 per night. The survey disclosed that several communities maintained a policy of renting cheapest to high school teams, with a higher rate for local teams, and a still higher rate for outside organizations—those not considered a part of the community.

Where a rental fee was charged, communities levying a fee of $100, or $100 plus incidentals, for football, were largest in number. A few had fees of $50 or less but, in some cases, where full-time maintenance was provided, it was found that the fee was too low and, in most cases, it was indicated that a change would be made.

The majority of cities levying a fee for softball rental were within the $15 to $25 category, some having established a flat fee plus an additional charge for lights and janitorial service. In most cases, the lights figured between $3.50 and $5.00 an hour, depending on the number of units in service.

In the maintenance of fields, most communities provided general upkeep throughout the year, at a cost ranging from $200 to $9,000 annually. Here again there is a wide variance in costs but, from estimated sums reported in the questionnaire, it can be stated that the average annual maintenance cost would amount to not less than $2,500.

Taking into account the salary of a full-time maintenance man, certain machinery and materials, the average cost for a single lighted field used for football, softball and other activities, would be, perhaps, in the neighborhood of $3,000 to $3,500.

The survey disclosed that maintenance costs are split up several ways. Six departments of recreation reported that they pay the full maintenance costs, while five others shared the cost with school districts. Five reported that the cost is borne by the school district; four said that the city pays for maintenance; two reported that the school and city share the cost; two reported maintenance provided from fees; one reported that the county provides full maintenance.

Most departments of recreation administer their own policy in regard to the operation of concessions. The majority of them let concessions out on a bid or percentage basis. The percentage ranged from two per cent on gross sales to fifty per cent on net sales, but the majority had a percentage ranging from fifteen to twenty-five per cent on gross sales. Some allowed high school athletic associations or softball associations to operate concessions and take all the proceeds. Still others operated softball concessions only, while high schools operated the concessions during the football game.

A Summary of Communities Reporting on Lighted Field Rental Setup

Albion—Community owns field. About $10 rental

Mr. Ballantine is Director of Recreation in Roseville.

on softball. Field maintained from proceeds. High school uses college field at $60 per game, but it will be increased in 1949.

Ann Arbor—School district owns field. Ten dollars plus light cost—rental to other schools. Flat rental fee of $125 to all others. Maintenance costs—salary of worker plus $1,000.

Battle Creek—Community owns field. No fees being charged, but this is on experimental basis. Maintenance costs between $2,500 and $3,000 annually.

Bay City-County—Community owns field. No charges for rental. Maintenance costs $1,000 annually.

Center Line—Community owns field. Forty-five dollars football rental, including use of concession, to school. Fee charged for all activities sponsored by recreation department.

Dearborn—Community owns seven lighted fields. No charges for rental. City crews provide maintenance. No estimate on costs.

Ecorse—Community owns and maintains two lighted softball fields; school district has lighted gridiron. No rental charged. Maintenance on all fields $3,000 annually.

Ferndale—School district owns field and administers policy. Charges $15 for three hours, plus $4.00 per hour for lights. Maintenance costs approximately $2,900 including $1,857 for salary.

Flint—Community owns three fields, school district owns three. One hundred dollar rental plus lights for football; $25 plus lights for softball. Maintenance man's salary $2,300. City provides maintenance on own fields, schools on theirs.

Grand Rapids—Community owns one field, school district two, and one is privately owned. One hundred dollars plus cost of lights and incidentals charged for football and field days. Not rented for softball. Maintenance costs placed at $9,000 each field, including $4,000 wages and $5,000 materials.

Hamtramck—School district owns field. One hundred dollars rental fee plus janitorial expenses. Maintenance cost (janitor's salary) approximately $3,000 annually.

Highland Park—School district owns field. Football fees: $50 plus costs and ten per cent over $300 for high school team; $75 plus costs and ten per cent over $300 for local organization; $100 plus costs and ten per cent over $300 for outsiders. Softball fees: $20 plus costs and ten per cent over $50 for high school; $35 plus costs and ten per cent over $50 for local teams; $75 plus costs and ten per cent over $50 for outsiders.

Kalamazoo—No lighted field.

Lansing—Community owns four fields, softball only. None rented.

Ludington—School district owns field. Eight dollars charged for softball rental. Maintenance costs $300, but admittedly too low and will be changed.

Melvindale—School district owns field. Two hundred dollars rental with lights and showers for night game; $125 for day game. Maintenance provided from fees.

Midland—Community owns two fields. No rental charged, no admission fees.

Monroe—Community owns one field, school district one. Sixty dollars to $70 football rental night games; $5.00 to $10 day games. Softball rental $3.25 per hour.

Mount Clemens—Community owns field. Fifty dollar rental for high school football; $75 for semi-professional. Admittedly too low for proper maintenance. Maintenance costs approximately $2,000 for football and softball fields.

Muskegon—Community owns three lighted softball fields and one baseball park. Maintenance costs $4,000 annually for baseball park and $300 for each softball field. Registration fee of $40 for Class B softball and $50 for Class A softball.

Plymouth—School district owns field. School takes seventy-five per cent of gate receipts and operates concession when used by non-school groups. Maintenance and improvements $4,000 annually.

Pontiac—Community owns softball field. Fifty dollars rental with lights and $25 without lights when there is an admission charge. Twenty-five with lights and $15 without lights when there is no admission charge. Maintenance $800 annually.

Port Huron—Community owns lighted softball field and school district owns Memorial Park, used for both football and softball. School charges $25 for softball and $50 for football plus percentage (undisclosed) of gate receipts. No rental charge for softball field. Softball maintenance costs $1,000 annually.

Royal Oak—Community owns field. One hundred dollars rental to local teams, $200 for outsiders. Maintenance costs $2,000 annually.

Trenton—School district owns field. Apparently not rented.

Wyandotte—Community owns softball field. Charge for lights only. Maintenance costs $200 annually.

Ypsilanti—School district owns field. No rental charge. Recreation department spends $700 annually for ice skating maintenance. Maintenance provided by recreation department when department uses field.

The School — A Center of Community Living

Since public recreation, by its very nature, must serve all people, this conception of the school is basic to the efficiency of a recreation program.

Walter D. Cocking

THE FUNCTION OF the school in any community is to make the community better. It can have no greater purpose. If the schools of the country are to accept the improvement of life in their communities as their goal, and are to proceed to do something substantially worthwhile about it, a vast majority will need to reorganize their programs, reorient their personnel, reshape the thinking of the people as to the school's function, and formulate a much more realistic procedure.

The improvement of people's attitudes toward one another; toward the communities in which they live; toward the conservation and improvement of soil and trees and irrigation and water and sanitation and vegetation; toward government at all levels; toward health and healthy conditions; toward the man-made institutions of the community—these are the things which must be developed if communities are to progress.

Whom Should the School Serve?

It is no longer correct to say that the school should serve only children of certain ages. If the school, as an agency of society, is to justify itself for the period ahead of us, it must be accepted that its fundamental function is to serve the people of the entire community—the very young children, the children of middle years, early adolescent youth, older youth, and the adults as well. It must find a way to serve individuals, the family group, and the entire community. Then and only then, can it be said that the school is serving the entire community, and hence achieving its function.

A community, in addition to its schools, has other agencies which have distinct programs to perform and tasks to achieve. Schools have relationships to these other agencies and they to the schools. Emphasis should be placed (1) on recognition of necessary relationships between the schools and the other agencies; and (2) on establishing practical working agreements and understandings between the schools and these other agencies. Each should aid and supplement the other.

The school plant is a piece of equipment. Its sole purpose is to facilitate the carrying out of the educational program. If such an educational program, as proposed in this discussion, is to be developed by a community, how will it effect the school plant and what must be done in order to make the plant of greater use in carrying out the program? Here we shall outline only a few of the possible adaptations and developments which must be made:

1. Special plant facilities must be provided for very young children (those from eighteen months to five years of age). Also, there must be special facilities for the parents of these children so that the closest associations between school and home are available. These plants should be small in size and located within walking distance of all who will use them.

2. School plants must have special rooms and facilities for use of adults.

3. In many communities, additional plant facilities must be provided for older youth and adults.

4. School sites will need to be larger and provide for a greatly increased number of activities.

5. Much more space must be provided for out-of-door education and recreation facilities.

6. All the school plants must be made much more adaptable and expansible. We cannot build a new plant every time the program changes.

7. If the plant is really to serve the needs of the educational program, a great number of different people must take part in its planning. Representatives of the people of the community, the professional staff of the school, as well as architects and engineers, have a vital part to play in planning proper school-plant facilities.

Excerpts from an address before the Connecticut Conference on Planning School Buildings; reprinted from "The American City," December 1948.

America's Oberammergau

Dr. Philip L. Seman

IN THE HILLS and valleys of Southern California there linger memories of a romantic past. You still find wrecks of Indian villages, evidence of an outraged race. Against the greatness and beauty of that country, many a dark face stands as a reminder—a silent, hopeless protest against the depredations of the white man.

It was this picture that first inspired the people of Hemet and San Jacinto to give the Ramona pageant, to preserve in a unique manner the history of the country. When, some years ago, it was suggested that an outdoor play with local background be produced, the Ramona story came to mind.

On the docket of the San Jacinto Township Court is an entry dated March 24, 1883, which reads: "Personally appeared before me, Samuel Temple, and makes the following statement (namely) that he has this day committed justifiable homicide upon an Indian supposed to be one Juan Diego (Alessandro) . . ." Another entry, dated seven days later, concludes: "Defendant's counsel makes motion that the defendant be discharged on the ground of justifiable homicide as no one has appeared to prosecute. Motion granted and the prisoner is discharged as it appears that no offense under the law has been committed."

Only a few months after the killing of Juan Diego, Helen Hunt Jackson came to California as an emissary of the United States government, to investigate conditions among the Indians, which were becoming deplorable. These terse words of documentary evidence were to fire her imagination.

One day, as a guest of Mr. and Mrs. J. C. Jordan in old San Jacinto, she said to her hostess: "If only I could present this condition of the Indians in some way that the public would heed. If only I could write such a story as Mrs. Stowe wrote of Negro slavery!" Mrs. Jordan replied that she thought she knew of just such a story. As Mrs. Jackson listened eagerly, she then recounted the history of Juan Diego (Alessandro) and Ramona, man and wife, to whom the act of Sam Temple (Jim Farrar) had brought ultimate tragedy. The elements of this tale became the immortal novel, "Ramona."

It was in the valley that Ramona died in May, 1924, and her grave may be seen at the Cahuilla Indian Reservation near that of Juan Diego. Whatever the facts behind the killing of the man known as Alessandro, the incident itself was symbolic of real and great wrongs done to a whole people. Helen Hunt Jackson lifted that symbol to the full view of the world, making a contribution to literature and to humanity.

The group of men and women planning the initial performance of "Ramona" little dreamed that it one day would become recognized as California's

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Dr. Seman is honorary chairman, Chicago Recreation Commission; associate editor, Youth Leaders Digest.

A replica of the old ranch house in the story. The tragedy of Ramona symbolizes the tragedy of her race.

greatest outdoor drama and finally be produced in an amphitheater seating more than seven thousand people. The immediately important task was to dramatize the story and present it with such rare beauty and infinite attention to detail as to lift it above what is usually expected in the field of pageantry. This was accomplished with the aid of the late Garnet Holme, then one of the greatest authorities on outdoor drama on this continent, and success was immediate.

Since 1922, except for the years of World War II, the play has been given annually, and its twenty-fifth anniversary is now being celebrated. Last year the attendance was 37,689 and a total of over 300,000 people have seen the pageant. The permanent stage set in the amphitheater is a replica of the Camulino ranch house of the Ramona story. In keeping with the landscaping plan, an ornamental gateway was built and winding rock stairs were constructed to the unreserved seats just below the rim of the bowl, and to a knoll from which the entire valley may be seen in one sweeping view.

The reader will recall Bavaria, situated among the foothills of Kofel Mountains—a range of the Alps in the Ammer Valley southwest of Munich—and the world-famous open-air Passion Play enacted there. For generations all of the actors have been residents of Oberammergau. The Ramona pageant likewise is given out-of-doors, in the bowl situated between San Jacinto and Hemet. One of the pageant's greatest assets is this natural amphitheater in which the performance is presented each springtime. The bowl is hewn out of the rugged mountains by nature herself. The perenially snow-clad Mount San Jacinto forms a perfect background for the stage, whose mighty proscenium is formed by towering hills. Those who sit on the topmost rim of the bowl can hear distinctly the faintest whisper on the stage far below.

Like the Passion Play, the Ramona pageant has gripped the imagination and enlisted the talents of many of the leading citizens of the valley where it is produced. About 350 people are needed in the cast, and all but one—Alessandro—are residents of the twin towns of San Jacinto and Hemet. Many of the roles have been created and sustained by the same individuals from the beginning, while the directing staff has remained virtually unchanged. Those taking part in the pageant include business men, local attorneys, a chiropractor, the owner of a local motion picture theater, teachers, ranchers, students, a butcher boy, grocery clerks, farmers. The success of the activity is attributed to the cooperation and wholehearted support of these enthusiastic valley people.

The play, in two acts and seven episodes, is a stirring one and closes with an epilogue which indicates that sorrow has come upon the Moreno Rancho. Felipe and Ramona, with the entire household, depart for Mexico, where they are to be married. The Indians wave a last goodby from the surrounding hilltops, while old Juan Canito, with a sad heart, locks for all time the great doors of the old ranch house.

"For the last time, ring out the old ranch bells. Mourn now, ye vales and splendid snowcapped hills. Your old time friends go forth. Mark their farewell. And Anglo Saxon comes. . . . The future lies with God. Ring out the old ranch bell. The Spanish folk depart. Close up the doors."

No more are theirs the valleys and uplifted hills. Over the land, memories of a romantic past linger on.

World at Play

Camp for Blind Children — Recreation for blind children is the prime concern of a recently organized San Francisco project. It features a special vacation resort in the Santa Cruz Mountains, some sixty miles south of San Francisco, where the city's visually handicapped youngsters can develop self-reliance as well as find fun and relaxation in such normal activities as swimming, hiking, horseback riding, baseball, crafts, square dancing, singing, parties and the like. This vacationland is open for ten weeks every year, and is under the supervision of capable directors, sports leaders, a doctor, a nurse and other qualified persons.

The camp is a project of the Recreation for the Blind, Incorporated, a San Francisco organization, and was conceived and planned by a few local women, with the cooperation of city officials on the Board of Education and Board of Supervisors. It is largely supported by contributions from public-spirited San Franciscans and groups primarily interested in handicapped youngsters.

New Summer Policy—This summer, for the first time, Milwaukee's Golden Agers have been able to look forward to community singing, ballroom dancing, spelling bees and playing games. In the past, the nine clubs, under the city recreation department, have met only from October to May, but this year, the department decided to continue the weekly meetings of Milwaukeeans sixty years of age and over. The recreation department pays for the staff and meeting rooms necessary for these gatherings, while the members chip in for the refreshments or finance some affairs completely.

Turn About—Usually, departments of recreation plan programs for servicemen stationed in their communities, but in Jacksonville, Florida, the situation was somewhat reversed when the servicemen there decided to entertain the city's youngsters. Each Saturday morning, during the Spring months, the Navy sent eight large busses to the playgrounds to take a group of boys to the Jax-Navy Boys' Baseball Training Camp. There over 400 enthusiastic young baseball fans were taught the fundamentals of the game, met top league stars, and received autographed baseballs donated by major teams.

Just whether conditions will make it possible for the camp to be held again next year, as is planned, no one knows, but there's no question that this inaugural session was tremendously successful.

Say It With Music—Racine, Wisconsin, considers its Park Board Band one of its most important community assets. Now in its twenty-sixth year, this organization provides the city with pleasant entertainment through a series of free concerts made possible by municipal appropriation. Twenty-two concerts have been planned for this year—the majority scheduled for various city parks and a few as inside programs in the Memorial Hall.

As evidence of a growing interest in this type of recreation activity, the band budget has been increased during the past six years to permit double the number of concerts, while during the same period, the average attendance per concert has increased three-fold.

Working in close cooperation with the city ad-

ministration, and with the purpose of stimulating interest in the concerts, the Racine Park Board Band Association publishes an attractive program for the season. Cost of this part of the project is met by the sale of advertising space in the program, and this medium also provides for other expenses of the band, including publicity.

U.N. Parties—New Yorkers and members of the United Nations Secretariat were brought together in a series of parties, from January 1947 to May 1949, so that the foreign visitors could have the opportunity to see the inside of American homes and discuss with Americans some topics of mutual interest. Thirty-three different events, sponsored by the New York Adult Education Council, Incorporated, were attended by 516 members of the U. N. Secretariat and an equal number of New Yorkers.

Take Another Bow—Dedication of Fairdale's community building recently served to focus even more newspaper and public attention on the program of the Jefferson County Recreation Board in Louisville, Kentucky. This year-round play center, auditorium, library, television lounge, roller skating rink, kitchen and craft shop is a living World War II memorial and an excellent example of community cooperation. The Recreation Board and the citizens of Fairdale provided the money for the center; labor and materials were donated to build it.

Curtain Time—A new playhouse was opened last spring on the Stephens College campus in Columbia, Missouri. The college acquired a "left-over" building from the Army and converted it into a "little theatre" with 324 seats. Seating capacity is intentionally limited. Instead of presenting a major production on one or two nights, the Drama Department now schedules seven presentations for each play, eliminating for the audience the problem of conflicting engagements, and affording the actors the rich experience of playing repeatedly the roles which they have rehearsed.

Stage equipment approximates that of a typical college or community theatre. A fly loft and rigging system allows the vertical movement of scenery and of the act curtain. Backstage space includes dressing rooms and storage areas for scenery and lighting equipment, while still allowing for the movement of wagon stages.

Unfortunately, this player missed winning the pot during th ninth Annual Marble Tournament held in Visalia, Californi

Almost Ready for Fun—The Timken Recreation Field is nearing completion on a fifty-acre tract of land west of the Gambrinus steel mill near Canton, Ohio. Construction of the park has been underway for more than two years, and soon more than 11,000 company employees and their families will have the use of modern sports facilities in the Canton area. Four softball fields and two baseball fields are ready for the players, and three additional softball fields may be constructed in future months. In addition, there will also be eight blacktopped tennis courts; badminton, horseshoe and shuffleboard courts; a casting pond with stationary targets; a model automobile race track; rest rooms, lockers, showers, lounges; a picnic area, and all the conveniences for other forms of recreation.

Sweet or Swing—Friday evening dances are very popular with the teen-agers of Carlsbad, New York, and they willingly pay fifty cents a week dues to participate. In fact, a free membership policy once in existence was not half as successful as the present system for, as the recreation director states: "When a youngster pays fifty cents to get in here, he is going to stay and get his money's worth. He won't be running out." As a result, everyone has more fun; there's far better discipline; the center owns its Spinet piano, has a sound system and a bank balance of $2,500 to be used for a new center.

Dances are held from eight-thirty until eleven-thirty—except on football nights, when the opposing team is invited, and the fun isn't over until twelve-thirty. A home town orchestra of six to eight pieces plays almost continuously—with only two fifteen-minute intermissions—and is much appreciated by the enthusiastic boys and girls.

Psychology in Teaching Swimming

B. Robert Berg

IN A REVIEW of nineteen books on the teaching of swimming, it was astonishing to find that the collective authors almost completely ignored the importance of an understanding of psychology for successful instruction. The good swimming teacher must have more than just a knowledge of swimming and the ability to organize a class. The really successful instructor utilizes sound principles of psychology during all his meetings with the student.

Perhaps some teachers who do fine jobs would deny the conscious application of any principles of psychology. I think, however, that if they were to analyze their work, they would find that they definitely are using them, and to good advantage.

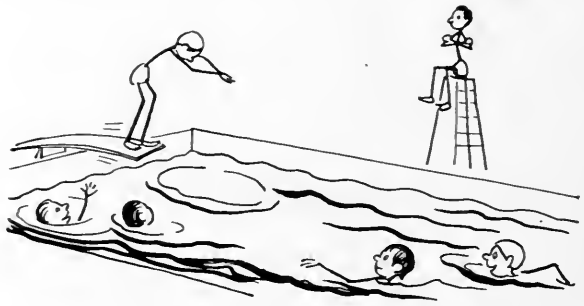
Swimming textbooks and manuals of today are devoted almost exclusively to the *techniques* of swimming and diving. We learn to teach our pupils proper form; we become accomplished in organizing large classes; we begin to lose the human touch in our very devotion to method and skill. However, as do the teachers of more academic subjects, we too should try to have an understanding of the individual with whom we are working.

What Is the Student Like?

Let us presume that we are working with children, as most beginning swimmers are youngsters. In sizing up the group they all look pretty much alike; actually, they all are very different. Some are eager and interested in learning, others are afraid of the water. Some will learn quickly while others will be slow. There will be a few "wise guys" and a few who seem unable to mix with the rest. In other words, we have a typical group situation, and the careful observer will be aware of the many things going on between the members and the leader. The dynamics of group action and interaction are always complex.

However, we too often completely overlook this obvious fact, and attempt to treat all members alike. The class is lined up and all are asked to go from one step to the next in unison. When this happens, they are being taught not as individuals, but as a class, and they lose out accordingly.

The fact remains that, no matter how large the group, each person can learn only as an individual. In some respects, large groups provide an incentive. On the other hand, they may make a small failure or slow improvement so obvious that some of the potential swimmers will be retarded because of the feelings involved. The good instructor, therefore, thinks of the progress of the individual and not of the group.



At the pool or waterfront, he should, first of all, remember three basic rules:

1. Know the first name of each member in the class and have them know yours.

2. Comment on the work and progress of each individual to him alone some time during the lesson.

3. Don't contrast the progress of one swimmer with that of another. Rather show the person his improvement compared to his earlier efforts.

Reactions to Water

What do you do when a child is very afraid of the water? All the reassurances and demonstrations in the world will not resolve that fear or make him less tense. We all tend to forget that emotions are not rational things. To tell a child that he won't be hurt will not help him to relax. It's not that he does not trust you to keep him from sinking, but that he has a more basic fear.

The person who is afraid of the water very often

is afraid of many other things. Our pupils do not come to us blank and untouched. Their previous experiences very definitely affect the way they react now. The child who explains that he is afraid because of such and such an unfortunate experience when he was younger may not be aware that he is not giving the whole story. We must be. It's not *what* they are afraid of, in these cases, that is the matter—but what basically makes them afraid.

By being aware that fear at the waterfront is not fear directed exclusively in one area, we are in a more understanding position. We also know that reassurances are of very little help. What, then, is the answer? Some good techniques which have been employed successfully in reaching a solution are:

1. Accept fear, when it is encountered, as a very normal thing. You even might remark that when you were first learning you, too, were afraid.

2. Do not tease the person about his fear or use it as a weapon to make the individual move on to a more advanced step.

3. Let the child see that he can learn to swim in spite of being afraid. This dilutes the tension.

4. Progress from step to step gradually, matter-of-factly, and with full explanation on each level.

5. Never become excited or show alarm yourself.

6. Make the instruction periods non-competitive. The fear, sometimes, may not be of water, but of the inability to keep up with the others. Such feelings of inadequacy often retard learning.

Psychology of Learning

Most of us are well aware that children and adults learn at different rates of speed. However, we less often realize that our own rate of learning is not uniform. Psychologists who study human learning have discovered that we all run into a "plateau" of learning at some time. This is a technical way of saying that, at some time in the learning process, our upward progress is detained for a period during which we stay at the same relative degree of skill.

A non-psychologist swimming instructor commented on this phenomenon when he observed that, just when pupils seemed to be learning the fastest, they suddenly stopped learning. He said that he learned through experience that when they reached this stage it was best to let them just fool around, as pressure to go on just didn't work. After a while, he noticed that they snapped out of it and began learning again. He was applying sound principles of psychology when he refused to use pressure to make them improve during the plateau.

Unfortunately for the instructor, too, individuals in the group will reach the plateau of learning at different times. To top it off, the plateau doesn't last any specified length of time and some learners snap out of it later than others. All of these make for difficulties in teaching—until you remember that good instruction is individual, that individual instruction can be given in a group.

Another good teaching principle is to remember to teach in positives rather than negatives. Once you get on to it it's very simple and effective. It's "keep your legs straight" rather than "don't bend your knees"; "you can swim as far as the raft" rather than "don't swim past the raft." As we understand our laws of learning, and apply our psychological principles, we can become better teachers and help our pupils to grow in other respects as well as in their skill in the water.

Y.M.C.A. Aquatic Conference

Harold T. Friermood

THE SECOND NATIONAL Y.M.C.A. Aquatic Conference is being held this year from August 28 to September 3 at Camp MacLean, near Burlington, Wisconsin.

Nearly twelve years have passed since some 137 formally registered delegates joined for the first conference at George Williams College. Since then, much progress has been made with the development of aquatic program materials, the certification of leadership, standards for pools, administrative agreements, and improvement in the National Councils related to this program. It has been a struggle all along because of competition from other organizations, lack of paid field representatives, and divided philosophy on the part of some Y.M.C.A. leaders with respect to the desirability of emphasizing aquatics. But these handicaps have not prevented the growth of the program nor the recognition given to the association's certificates on both the professional and lay levels.

The 1949 conference is placing emphasis on the over-all review of the aquatic program as it has operated since 1937, along with concentration on outdoor waterfront activities — including camp aquatics, boating and canoeing, life saving methods, water stunts and games, and competitive swimming.

Author is on staff of Y.M.C.A. National Council.

Golf Goes Industrial

An industrial-club pro expresses his views on the development of the game in this field, and its future.

John Budd

THE MID-TWENTIES saw golf tagged as the "rich man's game" and average workers in America generally considered this sport out of their reach.

Then gradually there came into American golf—between the private and public courses—the industrial golf course. These layouts started slowly and still are far short of the needed number. However, there are some outstanding industrial programs operating in golf today and giving promise of what looms ahead. Among the industries featuring golf are the Firestone Rubber Company, Akron, Ohio; Sylvania Electric Company, Salem, Massachusetts; Union Bag and Paper Company, Savannah, Georgia; United Shoe Machinery, Beverly, Massachusetts; DuPont course in Delaware; Plymouth Country Club, Plymouth, North Carolina; General Electric Company, Schenectady, New York; Hershey Chocolate Corporation, Hershey, Pennsylvania; I.B.M. Country Club, Endicott, New York; and the course I serve, EnJoie Golf Club, owned and operated by the Endicott-Johnson Corporation, of Endicott, New York.

Players who are fortunate enough to enjoy these programs find good golf near their work. The cost is very low, the courses are beautifully maintained, and a golf promotional program is recruiting more players each season. As industrial employees develop their golfing skill, they realize that they are enjoying in industrial golf what they would have to pay a stiff price for as private club members. This realization makes a deep impression as the program unfolds, and golf promotion takes a real hold on many of the workers.

The family angle is also important in the picture. Most industrial golf activities are an integral part of a broader recreation program. This allows children and wives to enjoy not only golf, but other outdoor recreation—swimming pools, supervised playgrounds and the like.

For example, Hershey has its zoo and a full program of play activities. This jewel of a town is the mecca for people, young and old, from all over its immediate area. There is activity for all.

Here at Endicott-Johnson, we have well-supervised playgrounds, and "name" bands for dances. Our summer holiday programs draw people by the thousands, and the children watch for them months ahead. On Sundays, the people of our valley gather for band concerts in EnJoie Park. We have merry-go-rounds, swimming pools, softball and baseball fields and a big bowling program, now sparked by the announcement of twenty-four alleys. Our golf is part of a well-rounded program.

The I.B.M. Country Club has twenty-seven activities in its program—the day nursery school, swimming pool and playground appealing to the whole family.

Business leaders will surely come to realize the possibilities of this type of program. Many think that the cost is too great; many just don't understand golf. Therefore, there is a selling job to be done; but when it is completed, industrial golf will be en route to that future it richly merits.

Cost and types of industrial golf clubs stretch all the way from the Attapulgas Clay Company, Attapulgas, Georgia, and its small, but cozy golf course and country club, nestled in South Georgia's tall pines and costing a scant amount of money, to the big, well-rounded programs at Hershey, IBM and

Condensed from *Golfdom* and the *Industrial Sports Journal.*

General Electric, where the costs run into hundreds of thousands.

By using company labor and local talent, the Attapulgas outfit and its forty members completed a nice nine holes, with sand greens and a comfortable clubhouse with a lake adjacent. They have good fun at this place. I know, because I once taught there, too.

The Firestone Rubber Company in Akron brings big name golfers to open their golf leagues each season. More and more players are using their facilities each year.

At Hershey, Pennsylvania, workers can enjoy two 18-hole layouts and two 9-hole courses. Even junior and women players are accommodated on the short Junior Club course. Their program is a model of what can be done. Hershey employees can enjoy their golf for a nominal cost, and within a few minutes of their jobs. What a blessing this is to the tired worker on a summer afternoon.

At our own EnJoie Course in Endicott, the workers, and local enthusiasts as well, can enjoy one of the finest conditioned golf courses in the country. Eighteen holes of golf, laid out along the valley of the beautiful Susquehanna River over rolling terrain, give E. J. workers their round of golf for twenty-five cents or an annual fee of fifteen dollars. Most workers can reach the course in fifteen to twenty minutes. Since the factories close at four p. m. and some workers are off earlier, they have daily opportunities for eighteen-holes of golf.

George F. Johnson, originator of Industrial Democracy for Endicott-Johnson workers, had the dream of the EnJoie course. He wanted a course that was not too hard, not expensive, and one that would give the most opportunity to play golf. It flourished from the start and now plays 40,000 rounds each season. It is becoming increasingly evident that more facilities will have to be provided.

EnJoie is unique because it allows players, other than E. J. workers, to enjoy golf on its course. Workers get first priority, then other players are accommodated to the extent possible.

At nearby I.B.M. Country Club, where Eddie Kuhn is the professional, employees get their golf over a beautiful rolling layout of twenty-seven holes for thirty-five cents per day. They have been very successful there with league play.

What does industrial golf offer the professional? He has to work hard, but gets a fair break all the way because he is working for a business concern that will probably have the same management for many years to come. There are several means of setting up the industrial golf contract for the professional. Many jobs pay a good salary and give all concessions. Others, like the I.B.M. Country Club, pay the professional a good salary, but have all concessions. The professional staff gives all lessons without charge.

Under many of these industrial setups, the professional enjoys retirement benefits, insurance coverage and other features that rarely are available to our profession. The I.B.M. professional staff enjoys insurance and a retirement plan, while at Endicott-Johnson, I am eligible for complete medical, dental, and hospital services for my family and myself in line with the E. J. medical program that gives these benefits to all workers.

The time is not far distant when most industries will have sound golf programs. There will be the easy nine holes for the beginners and youngsters. This will be the sandlot of golf.

Next up the ladder will be the tougher nines that will develop better golf techniques, lower scoring and more urge to go higher in the game.

Average 18-hole courses will be provided for the great many average players, and then there will be the championship test, such as Hershey's famous country club course, scene of many heated title battles.

Industrial golf is the growing giant of the game because it can tap uncounted millions of Americans who are hungry for outdoor recreation and, as the courses develop, they will give more good jobs to more competent golf professionals. Better players will also be developed.

So watch the industrial golf picture in the coming years. Watch as it counts its golf converts in millions, not in thousands.

Before long, most industries will have sound golf programs. Even beginners will get a chance to swing.

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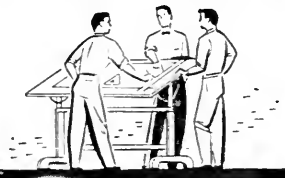

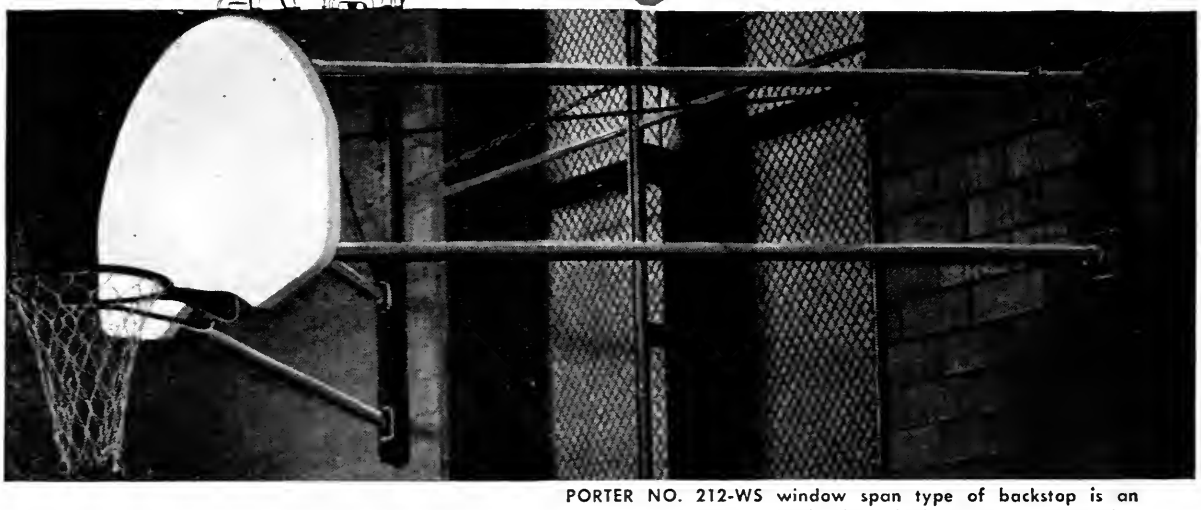

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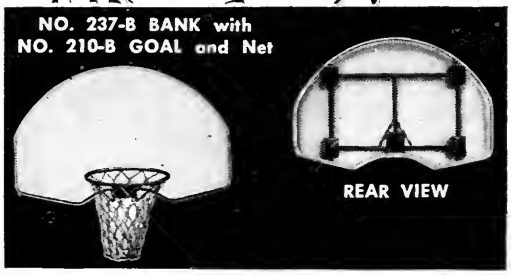

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Willard Leroy Hayes

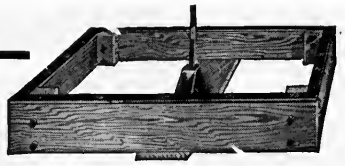
A MEMBER of the recreation profession for more than thirty years, Willard L. Hayes, 61, died on June 23 in Tuskegee, Alabama. He was a native of Oregon and received most of his formal education in that state. He earned his B.A. degree at Linfield College, engaged in post-graduate study at the Eugene Bible University and the University of Oregon and later at the University of Indiana. His college expenses were earned by week-end preaching and pastoral work in small Oregon communities, but always he preferred serving the community rather than the parish. While teaching in the Oregon schools prior to World War I, he enjoyed coaching athletics and debating teams and took time to organize various clubs among his students. During World War I, he served as infantry officer in the United States Army and later, under the Morale Department of the Army, he organized and directed the educational and recreational work at Camp Lewis, Washington. He supervised service clubs for the Army, at first in the State of Washington and later in Indiana.

Mr. Hayes was employed on the national staff of Community Service, Incorporated, in 1921, later that year becoming the executive secretary of Community Service of Clarksville, Tennessee. After three years there, he served as executive secretary of the City Service Club of Paris, Kentucky, and in 1925 was called to Cedar Rapids, Iowa, as superintendent of recreation. Here he organized and developed the public recreation program, and remained for eight years. He then spent a year in education and recreation work under the Civilian Conservation Corps, following which he was employed in 1934 by the Tennessee Valley Authority. He continued as a recreation specialist on the staff of TVA until the time of his death, with the exception of a period of about one year of military service.

Born and raised on an Oregon farm, it was natural for Willard Hayes to retain always the deepest interest in rural people and problems. Even during his service as a city superintendent of recreation, he reached out to the rural areas and worked with County Farm Bureaus, extension directors, county agents and others having the interest of rural people at heart. In his work with TVA, his greatest concern was with rural and small community recreation problems; and, at the time of his sudden and untimely death, he had gone to Tuskegee with a number of TVA associates to participate in a seminar on rural life.

Over the years Willard Hayes won and held the friendship of countless people who found, behind his warm personality, a personal integrity beyond reproach. A letter from his TVA chief, advising of his death, said, "We value Willard as a friend and co-worker whose deep sense of humanity, breadth of experience, and fine philosophy of life have made a contribution to the Tennessee Valley area which will continue to grow for many years to come."

RECREATION is not a tangible, static thing, but a vital force influencing the lives of people. It is essential to happiness and satisfaction in living. Recreation is an attitude or spirit which finds expression in varied forms of activity and which brings a way of rich and joyful living to children, youth and adults.



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FIVE POLIO PRECAUTIONS LISTED FOR PARENTS

WARNING THAT THE 1949 polio season is almost at its height, the National Foundation for Infantile Paralysis has issued a list of precautionary measures to be observed by those in charge of children during the epidemic danger period which usually runs from May through October, reaching its peak during the hot, mid-summer months. The five easy-to-follow health rules for children are:

1. Avoid crowds and places where close contact with other persons is likely.

2. Avoid over-fatigue caused by too active play or exercise, or irregular hours.

3. Avoid swimming in polluted water. Use only beaches or pools declared safe by health authorities.

4. Avoid sudden chilling. Remove wet shoes and clothing at once, and keep extra blankets and heavier clothing handy for sudden weather changes.

5. Observe the golden rule of personal cleanliness. Keep food tightly covered and safe from flies or other insects. Garbage should be tightly covered and, if other disposal facilities are lacking, it should be buried or burned.

The National Foundation also lists the following symptoms of infantile paralysis: headache, nausea or upset stomach, muscle soreness or stiffness, and unexplained fever. Should polio strike in your family, call a doctor immediately. Early diagnosis and prompt treatment by qualified medical personnel often prevent serious crippling, the National Foundation points out.

The organization emphasizes the fact that fear and anxiety should be held to a minimum. A calm, confident attitude is conducive to health and recovery. Parents, it says, should remember that of all those stricken, fifty per cent or more recover completely while another twenty-five per cent are left with only slight after-effects.

If polio is actually diagnosed, get in touch with the chapter of the National Foundation for Infantile Paralysis serving your community. The chapter will pay that part of the cost of care and treatment which the patient or family cannot meet.

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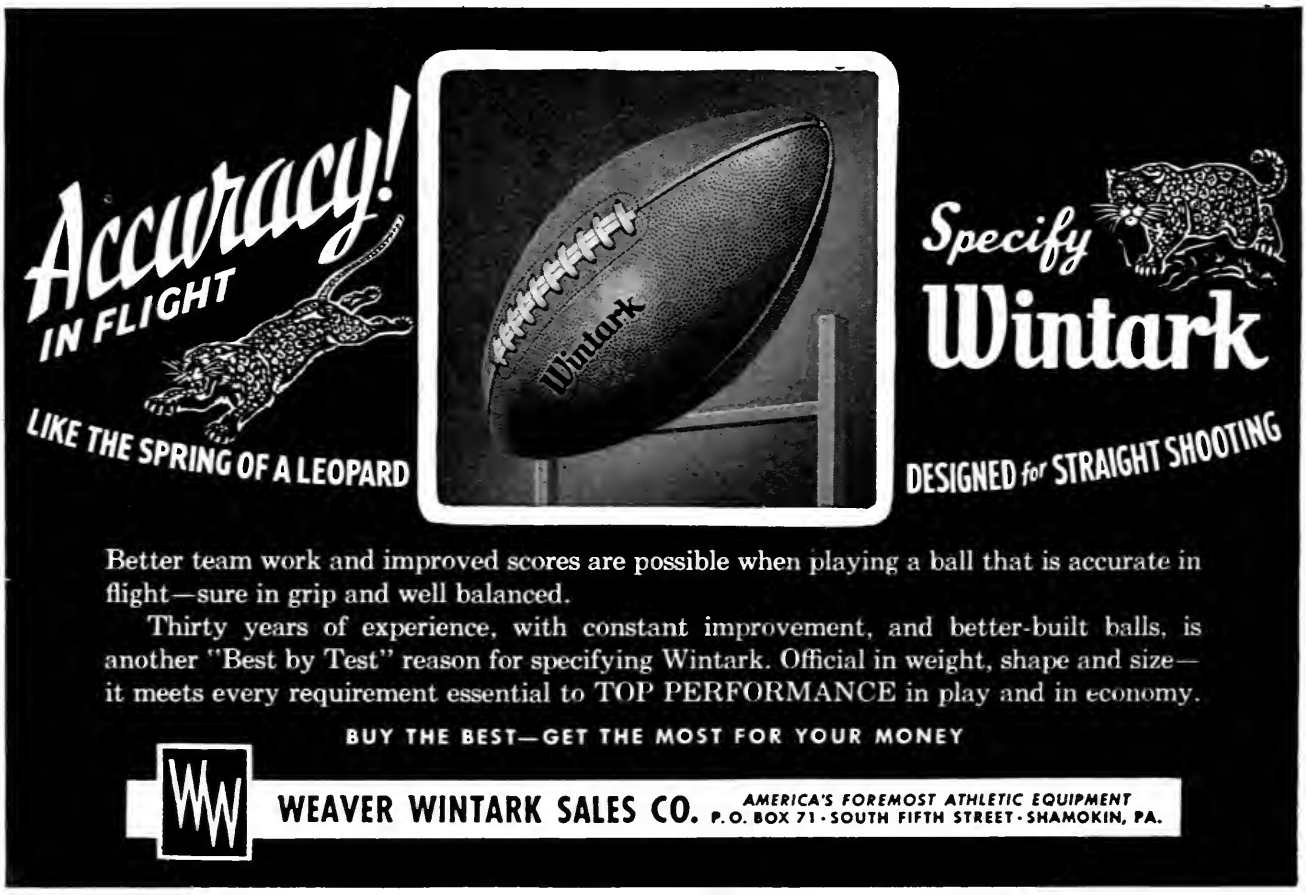
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Emergency Radio Program

In which the congratulations of a radio program director to a local recreation department show a fine example of cooperation and worthy accomplishment.

Louis T. Marsh

THE ADAPTABILITY AND readiness to accept unusual conditions, while still carrying on the necessary work of keeping children well-occupied, were ably demonstrated by the staff of the Winston-Salem, North Carolina, Recreation Department during the 1948 poliomyelitis quarantine affecting children up to sixteen years of age in Forsyth County. In the face of such an emergency, which normally would stop a great percentage of the summer recreation work, a daily half-hour radio program over WTOB brought not only entertainment, but also many constructive playtime suggestions and worthwhile leisure-time activities, into the homes of practically every child affected by the segregation ban in the Forsyth County area.

Miss Mildred Formyduval, playground supervisor in Winston-Salem, was in touch with WTOB early in the morning the day after the ban was announced. With the help of station personnel, "Playground Playtime" stepped into the picture the following day, answering in great part the question in every parent's mind—"What shall I do with my child during the remainder of the summer?" Without the ingenuity and seemingly tireless work upon the part of the members of the Winston-Salem Recreation Department staff, it would have been impossible to continue to hold the interest of this age group of children during a seven-week period. That the interest was held was evidenced by the great response in the mail each day.

The program format of "Playground Playtime" was so planned that the interest of both older and younger children would be sustained throughout the program.

Three staff members appeared regularly each morning: Peggy Pruitt, who explained, and then sang, a playsong; Miss Formyduval, who opened the day's "suggestion box" with several things to do in the way of games to be played at home; and Virginia Nemer, supplying the musical background. Outside help was recruited from the Arts and Crafts Workshop with the director, Mrs. Chester Marsh, presenting daily handcraft suggestions. Wesley Snyder told a complete story each day. The stories were edited and arranged for radio by other recreation department staff members. A daily telephone quiz, with prizes donated by a local store, featured questions concerning civic affairs; while a continued story, written by Elizabeth Trotman, helped maintain interest from day to day as the listeners followed the adventures of May and John in and around Winston-Salem.

Weekly contests included the best photograph of a pet taken by a child; a sampler and model plane contest; a word contest using the slogan "Grow Strong by Staying Home"; the best story written by a child; and a portfolio, made by a child, including copies of paintings by American artists. Prizes for each of these contests were donated by a Winston-Salem merchant. Mimeographed copies of all contest rules, together with daily and weekly playtime suggestions, were made available to listeners by the recreation department.

As program director of WTOB, I take this opportunity of congratulating L. B. Hathaway upon the excellence of the work done by his department during the emergency.

"While bouquets are being passed around, WTOB certainly should receive their share. Without the splendid guidance and cooperation of the staff at WTOB, the program 'Playground Playtime' could not have been a success."—Mildred Formyduval, Recreation Department of Winston-Salem.

(See "Let Radio Sell Your Program," October 1948 RECREATION—Ed.)

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Journal of Health, Physical Education and Recreation, May 1949
- Training Student Leaders in Group Recreation, Catherine L. Allen.
- The Role of Sports and Games in Organized Camping, Gerald P. Burns.
- Golf Instruction with Limited Facilities, Flora May Ellis.
- "How We Do It"—Two-Ball Soccer.

Youth Leaders Digest, May 1949
- The Citizen Can Help—A Symposium.

American City, May 1949
- Seattle's Concrete Diving Piers, James D. Grafton.

Colorado Municipalities, May 1949
- Recreation —for the Sense of Worth, Chester L. Bower.

Scholastic Coach, May 1949
- A Safe and Sane Schoolboy Boxing Program, John M. Giannoni and James Loveall.

Physical Education, May 1949
- Supervision in the Organized Recreation Camp, William H. Freeberg.

Park Maintenance, May 1949
- Low Cost Sterilizer Used in Tacoma's Park Pools, A. R. M'Pherson.
- Annual Reports the Public Will Be Eager to Read.

Beach and Pool, June 1949
- Basic Principles of Design, Construction, Maintenance. Part II—the YMCA Pool, John W. Ogg.
- Watch Those Expansion Joints, K. T. Fezer.

The Survey, June 1949
- Delinquents in Paradise, Joyce Rockwood Muench,

Parks and Recreation, June 1949
- Nature Center for Mitchell Woods at New London, Weaver W. Pangburn.
- Oakland Park Department Trains Its Personnel, Nat Levy.
- Mosquitoes Can Be Controlled in Recreational Areas, Dr. Richard L. Post.
- What to Include, William Frederickson, Jr. and Rodney D. McClelland.
- Maintenance Mart—Checking Room.
- Equipment for Swimming Pools.

Nation's Schools, June 1949
- Play—The Word that Makes Milwaukee Famous Today, Mildred Whitcomb.
- Schoolhouse Planning—from High Schools in the South.

Camping Magazine, June 1949
- Security through Safety, Marion McGuire.
- What About Archery at Your Camp? Myrtle K. Miller.

Park Maintenance, June 1949
- Demand Park Space in Annexation Areas. Editorial by Erik L. Madisen.
- Magnet for Tots—It's a Simple Children's Zoo, Grier Lowry.
- Catching Up in California's State Park Program, Edward F. Dolder.

Highroad, July 1949
- Christian Ideals for Recreation, Larry Eisenberg.

Nation's Schools, July 1949
- Camping Has a Place in the Regular Curriculum, Truda T. Weil.
- Schoolhouse Planning—the Site, by John McFadzean.

Parents' Magazine, August 1949
- When They Say: What Shall We Do Now? Elizabeth Lee Schweiger.

Books Received

American Girl's Omnibus, by Pearl and Stanley Pashko. Greenberg Publisher, New York. $2.75.

Comet Books—Your Own Joke Book, by Gertrude Crampton; **Batter Up,** by Jackson Scholz; **Tawny,** by Thomas Hinkle; **Star-Spangled Summer** by Janet Lambert. Pocket Books, Incorporated, New York. $.25 each.

General Education Board Annual Report—1947-1948. General Education Board, 49 West 49th Street, New York.

Handbook of Y.M.C.A. Camp Administration, edited by John A. Ledlie and Ralph D. Roehm. Association Press, New York. $4.50.

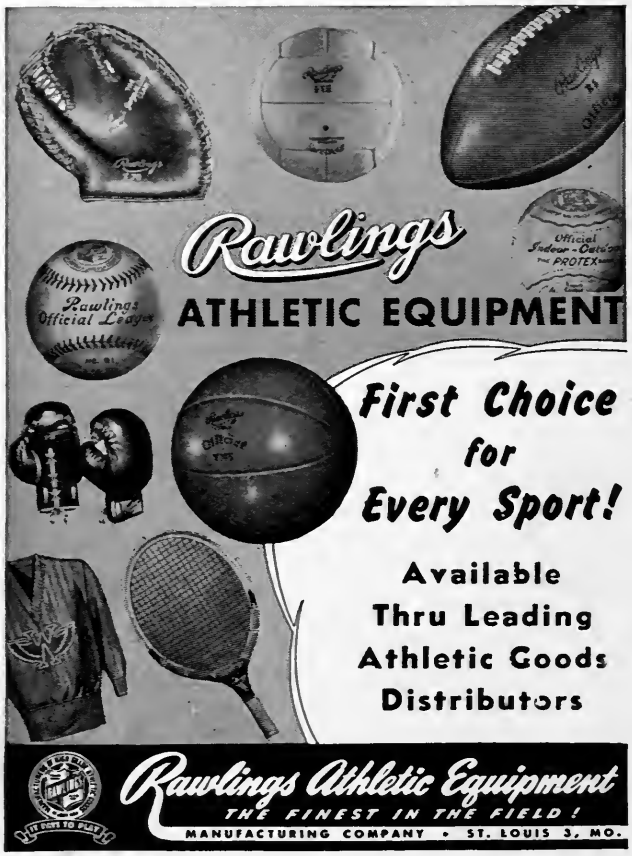
Living Through the Older Years, edited by Clark Tibbitts. University of Michigan Press, Ann Arbor, Michigan. $2.00.

Little Golden Books—Bugs Bunny, by Warner Brothers Cartoons; **Guess Who Lives Here,** by Louise Woodcock; **Two Little Miners,** by Margaret Wise Brown and Edith Thacher Hurd; **Johnny Appleseed,** by Walt Disney Cartoons. Simon and Schuster, New York. $.25 each.

Mother Goose Land with Judy and Jim, by Hilda Miloche and Wilma Kane. Simon and Schuster, New York. $1.00.

Organization and Administration of Physical Education, The, by Edward F. Voltmer and Arthur A. Esslinger. Appleton-Century-Crofts, New York. $3.50.

Our Home Town, by Earle Lippincott. Association Press, New York. $1.00.



New Publications

Covering the Leisure Time Field

Stories—A List of Stories to Tell and to Read Aloud

By Eulalie Steinmetz. New York Public Library, New York 18. $.75.

THIS IS THE fourth edition of this list, and the result of forty years' storytelling experience in the New York Public Library. Every story listed has been told, and their inclusion rests solely upon the enjoyment of the children who listened to them. Book editions have been selected that seem most suited for the story hour in text, illustration and general format.

There is an alphabetical arrangement of stories by title, with three subject indexes: Folk Tales, Heroes, Festivals and Fete Days. It contains 730 annotated titles, giving the source of each. The book is a "must" for all people who take storytelling seriously, and want to know the best material.

Rural Recreation for America

By Charles J. Vettiner. Armory Building, Louisville 2, Kentucky. $3.75.

Rural Recreation for America is essentially a story of the organization and growth of the recreation program during the past five years in Jefferson County, Kentucky. It does contain many suggestions for other rural areas, and the detailed accounts of activities successfully developed should be of particular value to recreation leaders. It is designed for the convenience of those who wish to use it as a working manual, and covers organization, administration, a wide variety of program activities, leadership, publicity and the problems involved in each.

Everybody's Party Book

By Harry Githens. Eldridge Entertainment House, Inc., Franklin, Ohio. $1.00.

PARTIES FOR SEASONAL occasions, for both children and adults, are included in this book. Each plan suggests several games and other activities, as well as ideas for decorations, invitations and refreshments.

Papercraft

By Joseph Leeming. J. B. Lippincott Co., Philadelphia, Pennsylvania. $2.50.

REMEMBER MR. LEEMING'S fine, earlier book, "Fun With Paper"? This is his newest book on paper folding, and just as much fun.

Directions are clear, and the articles that can be made are clever and original. Craft leaders on playgrounds and in recreation centers will find the projects easy to learn and easy to teach. Youngsters and adults will enjoy them. They are excellent for playgrounds, home and for amusing convalescent children.

"If your nose is close to the grindstone rough
And you hold it there long enough,
Ere long you'll say there's no such thing
As brooks that babble, birds that sing,
These three will all your world compose:
You, the Stone, and your darned Old Nose."

—Anonymous

This Game of Golf

By Henry Cotton. Charles Scribner's Sons, New York. $10.00.

A BEAUTIFUL AND FASCINATING book by one of Britain's golfing giants. According to the *Sunday Times*: Henry Cotton has now produced something so entertaining, so wide in its scope . . . as to assure him a more permanent place in the annals of golf than . . . more championshps could have done.

Paper Sculpture

By Tadeusz Lipski. The Studio Publications, Inc. 381 Fourth Avenue, New York. $1.50.

THESE INSTRUCTIONS FOR three-dimensional paper sculpture are useful and interesting for poster and display purposes. They are excellent for art and exhibit work, but not for casual craft activity. *Paper Sculpture* is a good book for art leaders or students who wish to learn a new medium for displays, exhibitions or posters.

Toymaker's Book

By C. J. Maginley. Harcourt, Brace and Company, New York. $2.50.

HERE, AT LAST, is a simple book of attractive woodwork projects that can be made with the simplest of hand tools, and with easily available materials, such as orange crates, cigar boxes, ice cream sticks, spools and the like.

Projects include clear directions for transportation and construction toys, such as a moving van, city bus, ferry boat and dump truck; circus projects, including a ferris wheel and merry-go-round; mechanical toys; games; a saltbox doll house and all kinds of dolls' furniture, including bathroom fixtures.

Leaders of workshops will find many good ideas for attractive, yet not too difficult, wood projects.

Fun-To-Do

By Jerome S. Meyer. E. P. Dutton Company, Inc., New York. $2.49.

MR. MEYER IS best known for his *Big Fun Book* and *Mental Whoopee*. Many of his new style quizzes and other items in this new book appeared in *Coronet* and *Reader's Scope* magazines. This is a good collection of new entertainment ideas—tongue-twisters, tricks, stunts, puzzles, and quizzes. Written primarily for home entertainment, it would be fun for clubs and other informal groups.

A Hundred Games for Rural Communities

By Ralph A. Felton. Department of the Rural Church, Drew Theological Seminary, Madison, New Jersey. $.30.

THIS PAPER-BACKED, seventy-two page collection of games is suitable for rural gatherings. The tried-and-true activities include the get-acquainted games, relays, tag games, races, stunts and rhythmic games. Most of them are old favorites, and it is nice to have them brought together in one inexpensive collection.

Pattern Without Pain

By Allen W. Seaby. B. T. Batsford, Ltd., New York. $3.50.

DO YOU HAVE TROUBLE making original patterns or designs for your handcraft projects? Mr. Seaby, former professor of art in the University of Reading, shows you how in his new and very attractive book. It is beautifully illustrated and should be very valuable to art and craft leaders and teachers.

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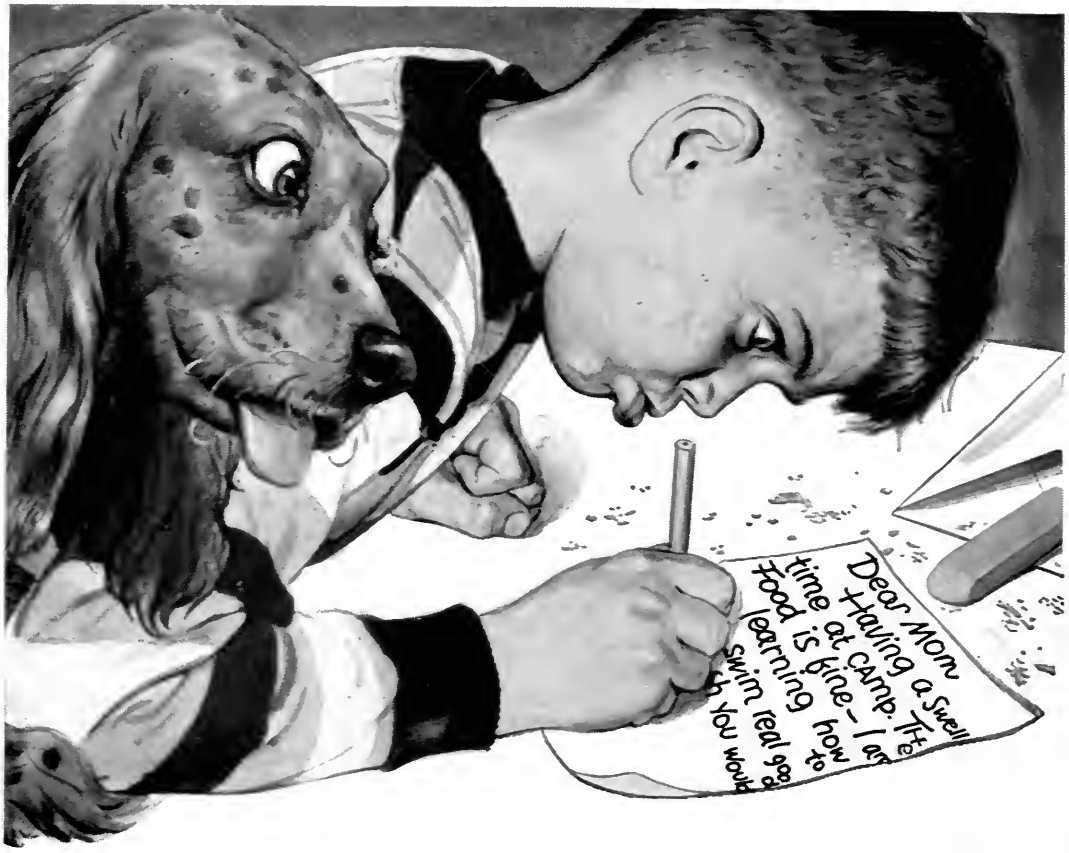
Recreation Training Institutes

September and October, 1949

E. T. Attwell Organization and Administration	Chattanooga, Tennessee September 26-October 3	J. Howard Hargraves, Recreation Director, Department of Public Utilities, Grounds and Buildings.
Helen Dauncey Social Recreation	Bastrop, Louisiana September 26-30	W. C. Hohmann, Secretary and Treasurer, Bastrop Recreation Committee, Bastrop High School.
	Evansville, Indiana October 24-28	S. J. Medlicott, General Secretary, Y.M.C.A., Fifth and Vine Streets.
	Montpelier, Vermont October 31-November 11	Mrs. A. O. Brungardt, Vermont Director of Recreation, State House.
Ruth Ehlers Social Recreation	Chattanooga, Tennessee October 3-7	J. Howard Hargraves, Recreation Director, Department of Public Utilities, Grounds and Buildings.
Mary Breen Lawson Social Recreation	Kingston, New York September 26-28	Mortimer B. Downer, The Junior League of Kingston, New York, Incorporated, 55 Fair Street.
Anne Livingston Social Recreation	Griffin, Georgia September 5-9	Senator Albert G. Swint, Orchard Hill, Georgia.
	Clovis, New Mexico September 26-30	Miss Martha S. Smith, Housing Authority of the City of Clovis.
	Dallas, Texas October 3-7	W. H. Keeling, Superintendent of Recreation, Dallas, Texas.
	Austin, Texas October 10-14	Beverly S. Sheffield, Director, Austin Recreation Department.
	Houston, Texas October 17-31	Arnold R. Moser, Superintendent of Recreation, 501 City Hall.
	Morgan City, Louisiana October 24-28	George Buckly, Superintendent of Recreation, City Hall.
	Texarkana. U.S.A. October 31-November 4	Alba J. Etie Jr., Superintendent of Parks and Recreation, Department of Parks and Recreation, Municipal Building.
Frank Staples Arts and Crafts	Kansas City, Missouri October 24-November 4	Verna Rensvold, Superintendent of Public Recreation, City Hall.
Grace Walker Creative Recreation	Chattanooga, Tennessee September 26-October 3	J. Howard Hargraves, Recreation Director, Department of Public Utilities.
	Winston-Salem, North Carolina October 17-28	Loyd B. Hathaway. Superintendent of Recreation, Department of Recreation.



What Makes Buzzie write Like tH is?

BUZZIE is just learning to write.

And every line he writes starts out with big letters and ends up with little ones.

The trouble is, he doesn't plan ahead. He concentrates on making those big letters. and lets the end of the line take care of itself.

Many grownups have the same trouble—not with their handwriting, but their money.

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So don't let your life run on like Buzzie's handwriting. Fix up the "end of the line" once and for all by signing up today for the Payroll Savings Plan—or, if you are not on a payroll, the Bond-A-Month Plan at your bank.

Automatic saving is sure saving — U.S. Savings Bonds

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Recreation

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1949

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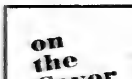

Home run? Baseball has its "ins" and "outs" as this young player has discovered.

Photograph courtesy of *Des Moines Register and Tribune.*

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Recreation

September 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

Editorial

YOU REMEMBER

YOU REMEMBER the watercress you found yourself by the stream, the chestnuts, hickory nuts, walnuts, butternuts, the tiny beechnuts you gathered in the fall after the frosts, the sassafras root, the blueberries, the elderberries, the wild gooseberries with their thorns.

You remember the smells—in the woods, in the swamps, in the pasture, by the seashore, where the wild roses grew, or the little island just thick with violets, the smell of the clam bake, the smell of the woods fire, the smell of the bayberry you ground up in your hands.

You remember the nice feel of the road dust on your bare feet, the good old "sqush" of the mud between your toes, wading in the creek at recess, catching tadpoles to be watched as they grew up, turning over stones to find what lived underneath, wading out into the ocean, the first joy of swimming in the ocean, of giving yourself entirely to the water.

You remember—if you lived away from the mountains—the first climbs, the delight of finding the springs you could drink from, coming on the deer, watching them bound away from you, getting above the timber line, above the clouds, and when the sky cleared, looking for miles and miles.

You remember always the birds, the trees you climbed as a boy to study their nests, the pheasants flying up, perhaps the wild turkeys, the dozen or so little bobwhite following their mother on the ground, one behind the other, yet never walking in a straight line, the tiny humming birds always coming to the same place by the side of the porch.

You remember many sounds—the sound of the sea when the ocean is calm, the sound of the sea in the winter storms on a rocky coast, the lapping of the lake water at your camp as you wake in the morning, the sound of the wind in the trees, the cry of the loon on the lake, the sound of the rushing mountain stream, the roar of the great falls, the sounds of myriads of insects, the sound of the "jug-ger-rum."

You remember the sight of the first flowers, the wheat just coming out of the ground, when the trees leaf out in the spring, when the leaves have their best color in the fall, when the first snow storm comes, certain sunsets over the ocean or over the lakes that were unbelievable.

You like now to remember that much of our land and water and its sights and sounds and beauty withal belong to all the people—deeded to them forever and forever.

HOWARD BRAUCHER

Written for RECREATION in April, 1940.

A PERFECT SETTING

The new amphitheater at Butler, Pennsylvania, is an illustration of a property development which contributes both to its utility and to its beauty.

HERIOT CLIFTON HUTCHINS

An Approach to RECREATION PLANNING*

THE NEED FOR recreation planning can be simply stated. The human need for play opportunities is increasing while the supply of natural resources for recreation is diminishing. Not only is our population growing, particularly our urban population, but the average person in that population has more free time for play than ever before —as many hours a week, in fact, as he now spends at work. And the hours of work are still decreasing. That is one side of the picture. On the other side is the continual dedication to other uses of land needed for recreation, particularly suitable land within or near residential neighborhoods. Careful planning is the only means of effecting a balance between increasing human need and diminishing natural resources.

The recreation plan should be an integral part of the community plan. It is related to the land use plan, the street plan, the neighborhood plan, the public school plan, the governmental organization plan and the financial plan of the municipality. Usually the recreation plan looks ahead over a five to ten year period, periodic revaluation of the proposals being necessary as conditions change.

Before undertaking the formulation of plans, it is necessary to know a great deal about the community and its people. What is the land area, the topography and climate? What are the boundaries of the social community? How many people live there now, and how many are likely to be there in five to ten years? Where are the future residential neighborhoods likely to be? What is the occupational distribution—that is, what kind of recreation tastes will be encountered? The answers to these questions and others are needed to set the stage for planning, to define the problem.

The process of planning involves many situations in which there is need for the exercise of judgment. Standards serve merely as a point of departure for planning. Each aspect of the process involves taking inventory of the resources that exist, appraising them in terms of standards or other experience, and then determining what might best be done to achieve reasonable sufficiency in the light of local circumstances. This last step is the point where the experience and judgment of the planner assume greatest importance.

The Community Recreation Program

The community recreation program is the aggregate of all efforts by public and voluntary agencies to furnish recreation services. Its goal is to provide a variety of recreation opportunities for persons of all ages throughout the year. The municipal function in this community program is to furnish physical resources for recreation and services that are freely available on equal terms to the entire population. The municipal recreation authorities need to utilize all public facilities such as schools, libraries and parks to achieve their proper ends. Manifestly, this calls for cooperation on the part of many local agencies and particularly between the officials of the public agencies mentioned.

The scope of community recreation is better defined by what it includes than by fixed boundaries. Its possibilities are virtually unlimited. It should involve watching and listening as well as participation, forums as well as football, picnics as well as playground games, celebrations as well as creative

Dr. Heriot Clifton Hutchins is recreation planner for the National Recreation Association.

*Adapted from a paper prepared for the Planning Study Course for Planning and Zoning Officials and Municipal Officials of Erie County, New York, March 2, 1949.

arts. Passive recreations, active games and sports, music, fine arts, handcrafts, social recreations, dramatics, dancing, nature lore, outings, holiday observances, intellectual recreations, collecting things, and many types of community service projects by groups and individuals are all parts of the recreation picture, each important to some people.

In making the inventory of current program services, it is important that no major effort of any agency be omitted. Such inclusiveness has a certain value for the appraisal of resources, but it has a much greater public relations value. Everyone who is rendering a service wants to see that service recognized. Thus the inventory should cover all municipal recreation and park services, all services of the public schools and public libraries that are recreational in character, and the distinctively recreational services offered by youth-serving agencies, churches, industries, clubs and hobby-interest groups. From each of these it is necessary to secure information on the types of activities offered, the periods or frequency of offering, the numbers and age groups served, and any restrictions on participation, such as membership fees.

A reasonably good means of appraising community recreation services subjectively is the application of a series of criteria, such as:

1. The program should afford equal opportunity in the way of facilities and activities to all neighborhoods.
2. The program should offer activities throughout the entire year.
3. The program should provide equal opportunities for both sexes.
4. The program should furnish appropriate opportunities for all age groups, including older adults.
5. The program should have a definite relationship to the school program of teaching leisure-time skills, developing recreation interests, and so on.

It is a simple matter, once the basic community data and the inventories of current program services are in hand, to make an appraisal which will reveal the sore spots, so to speak, and provide the basis for specific recommendations in the light of local conditions.

Physical Resources for Recreation

The terms used in describing properties used for recreation are familiar to some people but unknown to many. A park is an area permanently set aside for recreation use. The principal kinds of park areas are the neighborhood park, playfield, neighborhood playground and special recreation areas, such as golf courses or bathing beaches.

Area standards apply to all publicly-owned properties useable for recreation. The basic standard of one acre of park and recreation land for each 100 persons in the present or estimated future population has achieved general acceptance among park and recreation authorities and city planners. For smaller communities where greater amounts of suitable land are usually available, the National Park Service has suggested a higher ratio of park land to people.

Other standards relative to the proportion of active-use areas and numbers of indoor and outdoor facilities are discussed elsewhere.* Needless to say, these standards are useful chiefly in appraising the adequacy of existing resources in urban places and in determining approximate needs as the basis for planning. Their usefulness in the small community and in the highly congested urban area is limited. In no instance does the mere application of standards constitute planning; the standards are merely tools of the planner.

When existing resources have been inventoried and appraised and the resulting needs determined on the basis of local circumstances, there remain the tasks of site selection and development. The first goal should be to make the most efficient use of existing parks and suitably located school sites. Conditions in most communities make it imperative that public school properties be recognized as community recreation resources. Money spent to enlarge and develop a well-located school site will usually bring greater returns than a comparable expenditure for a separate playground in the same neighborhood.

When the service radius of each potential park and school playground has been plotted on a population map, it is usually apparent that one or more additional playgrounds will be needed to provide facilities within reasonable distance of all homes. Often the needed sites can be found on land use maps, but prospective areas should always be checked by inspection since topography, access, abutting structures, wooded areas and many other observable factors enter into site selection. The same procedure is followed in locating new playfields, neighborhood parks and larger parks.

In planning for indoor recreation centers, the first place to look is the public school building as a matter of dollars and cents economy. Most com-

*See Butler, George D., "Standards for Municipal Recreation Areas," RECREATION, vol. XLII, Nos. 4 and 5, July and August 1948, pp. 161 and 208.

Sufficient space should be allowed for each facility. Teen-agers have room to dance in Santa Barbara center.

munities cannot afford to spend hundreds of thousands of dollars on a new recreation building when they can achieve essentially the same ends at considerably less cost by adding certain facilities to a well-located school building. And the very facilities needed for community recreation are equally needed in the public school program, specifically auditoriums, gymnasiums, shops, playrooms and a swimming pool, to mention a few. An increasing number of new schools have community rooms for neighborhood use. In places where a separate recreation building is desirable, it should be planned expressly for recreation uses by architects experienced in recreation planning.

Here it is possible to touch upon only a few of the high spots in the matter of area design. Each development on a property should make a contribution to its utility or beauty or both. Consideration should be given to the requirements of each age group to be served. As many facilities as possible should be planned for multiple use as, for example, the hard-surfaced area that can be used for court games, roller skating, outdoor dancing and even ice skating in winter. Sufficient space should be allowed for each facility. Related facilities, such as those for smaller children, should be grouped together. The lighting of parts of the area—such as game courts and one or more ball diamonds—will often greatly increase the use of the property. Judicious landscape treatment will make it attractive. The designing of an area by architects skilled in recreation planning will usually bring real savings in both capital and maintenance costs.

The Managing Authority for Recreation

The municipal managing authority for parks and recreation is the agency responsible, in most cases, for the acquisition, development, operation and maintenance of municipal park areas and for the conduct and supervision of municipal recreation services. In many states, the municipal recreation powers may be vested in the school board, park board, recreation commission or other existing body. Frequently two or more political subdivisions may jointly acquire property for, and operate and maintain, playgrounds or neighborhood recreation centers. Counties in some states likewise have broad powers for the administration of park and recreation services.

The typically broad grant of recreation powers to municipalities tends to bear out the position taken by the National Recreation Association that no one form of recreation authority is universally applicable. The experience of this Association over a period of more than forty years shows that public recreation usually fares best when it is administered as a separate function of government and when the determination of policies is vested in a citizen board. Some city officials openly declare their liking for the citizen board type of administration, while officials in other cities are as strongly opposed.

Whatever its form, the municipal managing authority for recreation has two principal functions, namely the making of policies and the execution of policies. The single responsible administrator, in effect, discharges both functions, while the citizen board determines policies and employs an execu-

tive to administer them. Both are usually subject to fiscal control by the municipal governing body.

Where a recreation commission is established, the number of members, method of appointment and terms of office are usually prescribed by law. It is desirable and, in fact, increasingly important to have a member of the school board and a member of the park board serving on such commissions so as to provide a direct channel for cooperation between these boards and the commission. The authority to elect officers, appoint administrative personnel and to establish and maintain properties is also granted to recreation commissions by law in most states. Such commissions should be empowered by local ordinance to submit a budget to the municipal governing body for approval and, once approved, to expend funds in accordance with such budget.

Most communities of 5,000 or more population can afford to have their own recreation establishments with one or more full-time, year-round recreation leaders. Other means of securing recreation services are also open to smaller communities, namely, the joining of two or more municipalities to provide recreation services, the securing of recreation leadership from a larger nearby municipality on a contract basis, and the provision of local recreation services by the county.

The Recreation Personnel

The personnel requirements for the park and recreation system should be based on the program that is being undertaken and the areas and facilities for that program. Regardless of the size of the community, there will be need for an executive who is the administrative head of the system, for other leadership personnel, and for the maintenance personnel. Some clerical service will also be needed, as well as operating personnel where there is a golf course, swimming pool or other income-producing facility to be managed.

The size of the leadership, operating and maintenance staffs will depend directly on the number, size and development of properties used in the program. Likewise, the breadth of the program will determine the number of activity supervisors and specialists as well as leaders that will be required. Many of these positions are described in *Personnel Standards in Recreation Leadership,* published by the National Recreation Association.

A large, well-developed playground usually requires, for morning, afternoon and evening operation, a minimum assigned staff of a director, assistant director and one or more leaders, plus regular service from part-time roving specialists in music, fine arts, handcrafts, nature study, and the like. Smaller playgrounds require fewer assigned leaders. Indoor recreation centers require a director and one or more leaders, plus a doorkeeper, and usually more specialist service than the playground. Wherever the size of the establishment permits, it is advantageous to combine assignments in the year-round program so as to make possible the employment of full-time personnel.

In even the smallest communities there is public works department experience that can be utilized in estimating park maintenance needs. Some cities, particularly smaller ones, have found it economical to vest the full responsibility for maintaining and servicing park areas and facilities in the municipal public works department, but this practice does not always work to good advantage. In some cities the recreation authorities might well arrange for the maintenance and servicing of play areas by park department crews.

The number of clerical and secretarial employees should be sufficient to relieve the administrative staff of all possible routine work, such as record keeping, issuance of permits, duplication of reports, administration of supplies. This is based on the principle that each staff worker should be kept as free as possible to work at his highest skill, and should not be burdened with responsibilities that a less skilled, lower paid employee can discharge.

Salary standards are not yet firmly established in the recreation profession. A suggested scale, giving wide latitude for each type of position, is given in the pamphlet *Personnel Standards in Recreation Leadership* which has been mentioned. The National Recreation Association has recently recommended that the minimum annual base salary for qualified, professional, full-time, year-round recreation service be not less than $2,400. Good administrative practice calls for the establishment of a salary schedule covering all employees of the department and integrated with the salary schedule for other municipal employees.

Financial Support for Municipal Recreation

The determination of costs is an effective test of the validity of planning. At this point, the costs of administration, leadership, supplies, operation of facilities and maintenance of areas should be brought together in the form of a tentative current expense budget. Since leadership usually takes about half the current expense budget for a good municipal recreation program, an approximation of the total current cost can be had by doubling the aggregate cost of leadership salaries.

The widely accepted prewar standard of current

expenditure for the services commonly rendered by a recreation department was $1.50 per capita. The accepted prewar standard for these recreation services traditionally rendered by park departments was $3.00 per capita. Manifestly with the rise in costs of all materials and services since 1945, this standard should be substantially higher today.

Actual expenditures for parks and recreation by large cities reflect a per capita figure which is generally below the prewar standard, according to the limited data available. An analysis of 1947 park and recreation expenditures in sixty-eight large cities shows median expenditures for parks of $1.08 per capita and median expenditures for recreation of fifty-six cents per capita. The total for both services, therefore, is a little more than half the prewar standard. Only eight of the sixty-eight cities reported park and recreation expenditures exceeding $3.00 per capita for the estimated present population and, in at least three of these eight cities, capital expenditures were included.

No standards and few data are available on capital costs for new park and recreation developments. This is attributed to the widely varying costs of land, labor and materials in different places. The only way to estimate the cost is to spend the time and effort necessary to ascertain land values and the actual cost of labor and materials at current price levels. Once a total cost figure is obtained, the community can usually secure necessary funds by bonding or by direct taxation on a pay-as-you-go basis. Sometimes the securing of funds for new developments is easier than getting funds for maintaining the properties.

Next comes the task of selling the community on the idea of spending the necessary money. In some cases, this can be done more easily through an emotional appeal than through an appeal to reason. Often both are necessary. One means of presenting financial facts is through a comparison of achievements on a per capita basis with other cities of any size or on a total expenditure basis with communities of similar size and characteristics. Most of the difficulty in the use of these methods arises from the lack of up-to-date information on municipal populations and on municipal expenditures for parks and recreation.

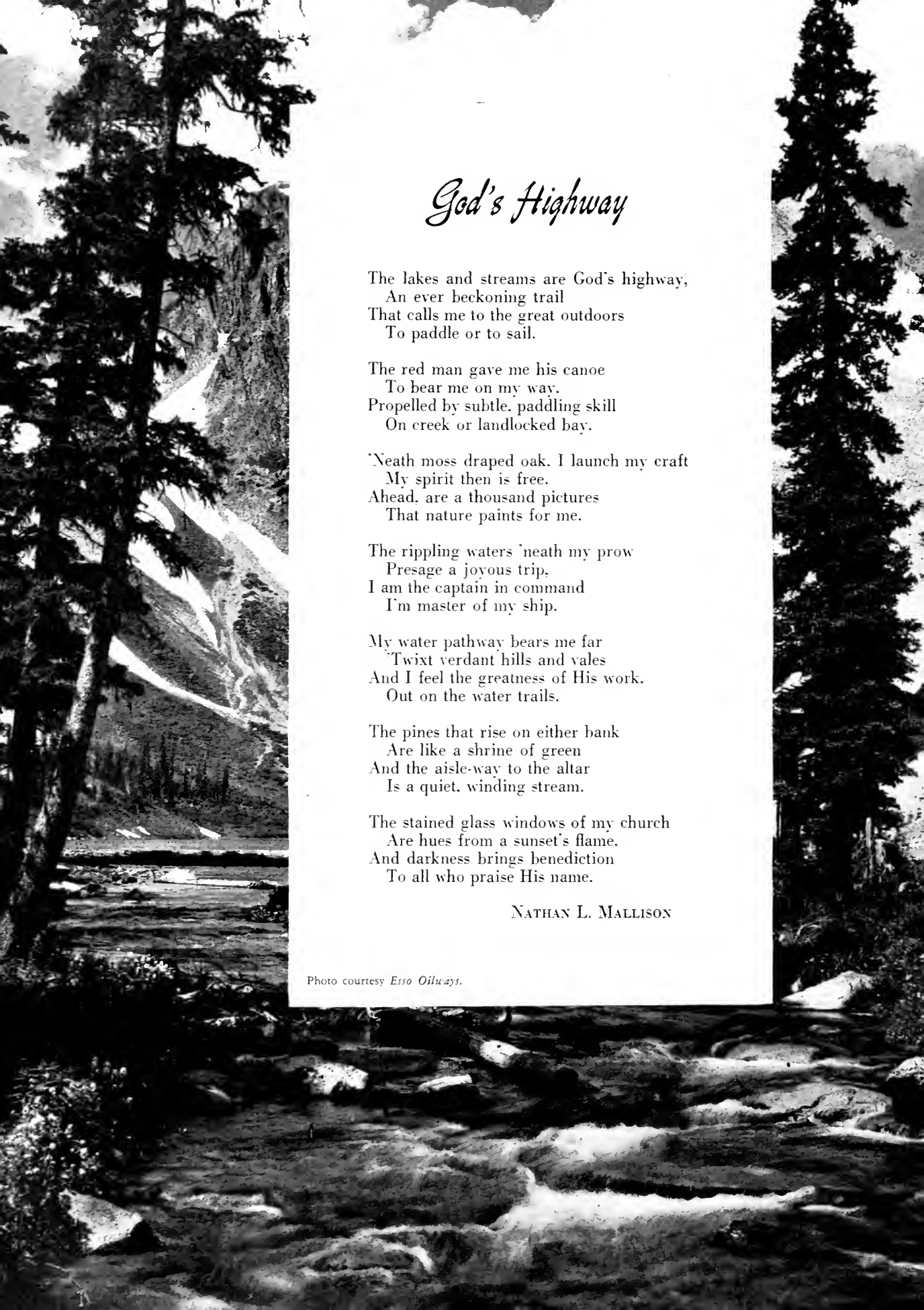
One measure of comparative local financial effort on behalf of public recreation is the percentage that the municipal expenditure for recreation leadership requires of the total operating expenditures of the municipality. Reliable data for this measure

Consideration should be given to the requirements of each age group. Wading pool antics in Reading, Pa.

can be obtained from the biennial YEARBOOK issues of RECREATION magazine and from the MUNICIPAL YEARBOOKS. The latter source also gives data for appraising local ability to pay for public recreation from property taxes. This can be done by comparing a particular city's assessed valuation and tax rate, adjusted to true value, with the average adjusted figures for cities in the same population group.

Conclusion

It is well to re-emphasize the needed integration of the recreation plan with the community master plan. One is not complete without the other. Other points that require re-emphasis are: The necessity for securing accurate and complete data on the nature of the community and its people to serve as a basis for planning; the desirability of planning for the fullest possible use of all park properties and other publicly-owned facilities, including public schools; and the need for qualified, well-organized and well-paid personnel. While many other important factors might be mentioned, it would seem that these are basic to effective and economical recreation services which are the goals of recreation planning.



God's Highway

The lakes and streams are God's highway,
An ever beckoning trail
That calls me to the great outdoors
To paddle or to sail.

The red man gave me his canoe
To bear me on my way.
Propelled by subtle, paddling skill
On creek or landlocked bay.

'Neath moss draped oak, I launch my craft
My spirit then is free.
Ahead, are a thousand pictures
That nature paints for me.

The rippling waters 'neath my prow
Presage a joyous trip,
I am the captain in command
I'm master of my ship.

My water pathway bears me far
'Twixt verdant hills and vales
And I feel the greatness of His work.
Out on the water trails.

The pines that rise on either bank
Are like a shrine of green
And the aisle-way to the altar
Is a quiet, winding stream.

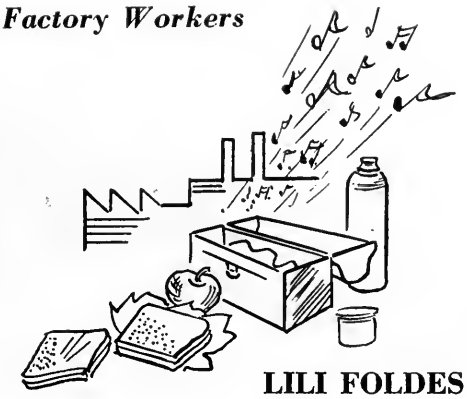
The stained glass windows of my church
Are hues from a sunset's flame.
And darkness brings benediction
To all who praise His name.

NATHAN L. MALLISON

Photo courtesy *Esso Oilways.*

A Great Orchestra Goes to the Factory Workers

MUSIC WITH THEIR MEALS



LILI FOLDES

• NO LADIES were present at the concert and the 1,600 men in the audience had come in oil-stained overalls. They were still somewhat breathless as the Oslo Philharmonic Orchestra started on its opening number. Less than five minutes earlier these men were in the midst of directing electric hoists, riding overhead traveling cranes, bending mammoth plates with high pressure machines. But as the noon whistle blew at Akerske Mekaniske Verke, Oslo's largest shipyard, these workers hurried from the floating docks, shipdocks, and fitting-out quays to the ship building hall, so they could eat their dried fish to the accompaniment of music provided by one of Europe's great symphony orchestras.

Insisting that factory workers can become ardent music-lovers, Ragnar Kjerulf, newly appointed manager of the Oslo Philharmonic Orchestra, two years ago proposed to take the orchestra to Oslo factories.

He was met by a storm of objections. "You can't humiliate a hundred-year-old institution by forcing it to perform in noisy factory yards," protested an irate old supporter. "Playing for uneducated masses will ruin the orchestra's artistic standard," said another.

"Too much extra work," said members of the orchestra. "Your concerts will only disrupt order; we'd lose precious working hours," declared the factory managements. Undisturbed, Kjerulf continued seeking and getting the cooperation of workers' cultural organizations.

When he had taken over the management of the orchestra this youthful, white-haired Norwegian knew what he wanted. His first step had been to reduce prices. For many years a ticket had cost six kroner ($1.20). Kjerulf offered two tickets for this price. Attendance increased considerably, but the manager still did not see workers among those present. So he wrote manufacturers, suggesting that they buy season tickets for the men. "We'd be glad to oblige," came the answers, "but none of our workers would be interested in going even if presented with the tickets."

"It was then that I decided to seek out the men themselves," Kjerulf recalls.

The experiment worked miraculously. Not only did the factory concerts go over big, but hundreds of workers became regular subscribers to the Oslo Philharmonic. Critics vanished and the factory managements cheerfully admitted that they were wrong in believing that these concerts would slow down production. Actually, they said, they stimulated the men to increased output.

Even Kjerulf was surprised at this happy turn of events. It hadn't looked so rosy when the Philharmonic gave its first concert at the Oslo shipyard. On a gloomy, overcast fall morning the musicians began taking their places on the makeshift platform at one end of the huge hall. Instead of the hushed, solemn quiet that usually surrounded them in the concert hall during the all-important minutes preceding a concert, here they were affronted with the nerve-racking noise of drillers. Huge cranes traveled above their heads. Most of the musicians looked unhappy. Except for the roof, the shipbuilding hall was an open affair. High humidity made tuning of instruments difficult.

The noon whistle blew. Drills and cranes became silent. But the hundreds of men who came into the hall had a sullen look and cast grim glances toward the platform. "A sense of great futility overcame me," Kjerulf admits. "The men didn't want us here. Their attitude made it clear they resented having something pushed down their throats."

The only person apparently unaffected by the

Hungarian born journalist Lili Foldes, and her husband, Andor Foldes, outstanding concert pianist, have recently returned from a ten-country European tour.

In Connecticut, U.S.A., a community orchestra plays for folks. Philharmonic music comes to them via radio.

heavy mood was conductor Odd Gruner-Hegge. The handsome black-haired maestro smiled cheerfully at the workers—who slowly accommodated themselves on tool benches or leaned against walls and machines. Then he nodded to his orchestra and raised his right hand for the downbeat. The first bars of Johan Halvorsen's *Norwegian Rhapsody* were completely lost in the rustle as the hungry shipyard workers began unwrapping their luncheons.

By the time the orchestra got halfway through the first piece the men had finished eating, had lighted their pipes, and were puffing contentedly but still seemingly unaware of the music. Then, suddenly, they started to listen. The nostalgic tunes of the *Rhapsody* began to sink in. Some even forgot about their pipes. Others closed their eyes. In less than a quarter of an hour the Philharmonic turned indifferent workers into an enraptured audience.

When the last selections from Grieg's *Peer Gynt Suite* brought to an end the thirty-minute concert, a stocky worker who had been standing in front jumped on stage impulsively and delivered a speech of thanks while the rest of the audience gave loud evidence that he spoke for all. Then the men rose spontaneously to sing the Norwegian national anthem and the orchestra joined them.

Since its first venture, the Oslo Philharmonic has played in almost every factory in and around Oslo, including soap factories, paper mills, electric-appliance plants, shoe factories, rubber plants. To put his audiences at ease Kjerulf decided to make a brief speech before each concert. "Let me introduce you to the members of our family," he would say. "These here are the violins. Over there are the trombones. Each of them will have a lot to say in the next half hour, and most of them will talk simultaneously. Try to listen to them all."

I attended a lunch-hour concert recently at the Freia chocolate factory. There were about 600 men and women in the large modern cafeteria. Freia provides hot luncheons for one krone (twenty-cents), and most of the workers walked into the dining room carrying their well-filled plates. The thriftier ones, like Thomas Iversen, at whose table I sat, brought their own food.

Iversen spoke English well—learned it reading American papers and listening to U.S. short-wave programs. He looked with satisfaction at the hundreds of workers pouring into the hall. Suddenly he called out happily to a blond young man who held his luncheon plate in his hand and was looking for a seat.

"Willy! Come over here!" And while the young man was finding his way across the crowded room Iversen told me why he was so glad to see the boy.

"Couldn't get him to come to the previous concert. He wasn't interested in music, he said, but today I managed to talk him into it."

Willy Andersen joined us at our table, restless, looking tensely at the musicians. Willy had spent twelve days on a raft in the cold waters of the Atlantic in 1944, when his tanker was torpedoed off Newfoundland. He had been working in the chocolate factory since the liberation. He felt fine while at work, but away from the machines his mind kept wandering back to the days on the raft and the thought tied knots in his throat and stomach. "I have yet to see this boy finish lunch," Iversen told me. "I have watched him for months. He tastes his food, then leaves it."

In devoted silence the audience listened to Grieg's *Solveig's Song*. A deafening applause greeted the end of this beloved number. Willy Andersen applauded too. His cheeks were flushed and he seemed to relax. Suddenly he reached for his fork and started to eat. He finished up his large plate, then smiled at his friend: "You were right about these concerts," he said. "I think I'll come again." And he leaned back happily, forgetting himself in the music.

When the half-hour concert came to a triumphant end, a buxom woman in a white uniform addressed a group of workers around her: "I was at the concert last night in the Aula," she said. "King Haakon was there too. Imagine, our 77-year-old King had to leave his palace and go to the University to hear the orchestra—but for our sake the orchestra came right here. I think this is wonderful." The workers cheered.

Thomas Iversen turned to me with a bright smile. "She ain't kiddin'," he said, proudly displaying his American slang.

HOW TO WIN BIRDS and be Influenced People

MILDRED STEVENSON

When Mr. and Mrs. Arthur Lane stroll through their garden in Ithaca, New York, tiny chickadees crowd around, dive into their pockets for food, perch on their shoulders, even snatch seeds from their lips. Other persons have taught woodpeckers to snatch nuts from the air, just as a trained dog grabs at a tossed ball. They have found that attracting birds to one's home means new fun, new interest and education for young and old, the healthy and bedridden.

It is true, too, that the care and feeding of birds is an increasingly popular pastime, as evidenced by the birdhouses and feeding trays on display in suburban hardware stores. Even more persons would be sharing this fun if only they knew how easy it is to win the confidence of these wild things so that they will live in their backyard and happily chatter away at their window feeding tray.

The public should, however, be warned of one fact before it is too late: the birds are not content just to let you feed them. They insist upon altering the very lives of those who befriend them. Case histories prove this.

As stressed by Chandler S. Robbins of the U. S. Fish and Wildlife Service, it is possible, by furnishing food, water and protection, to lure at least twenty species to virtually any city backyard if only there is a not too distant shrubbery or a tree. A large number may even be drawn to an apartment window. You simply take advantage of feathered psychology by digging pools amid your greenery or by placing bits of looking glass at the bottom of shallow pans filled with water. Catching the glint of reflected sun from these, the bird comes down to drink and rest. Then it spies raw hamburger or other meat scraps, oatmeal, spaghetti, seed and suet which you have scattered on a cleared patch of loose earth where it may also scratch for the grit it must have to grind its food.

Ground-eaters, such as robins, will be satisfied with this layout. However, after a few nibbles, most of the birds will look up at the feeding tray placed overhead, convinced that what was on the ground merely spilled from this. The tray may be a simple platform up to three by three feet, stripped at the edges to prevent overflowing, and superimposed on a pole or hung from a tree. Or it may be a glass-roofed contraption placed on any window sill not much higher than a nearby tree. If the birds fail to discover the sill you can pull them to it via a feeding box. You move the box a foot or two nearer to your window every night when the birds are asleep. This can be rigged up on a trolley from their roosts or more accustomed eating places.

Spread the trays with trademarked bird seed. Or, because eating habits differ with locations and species, you can find out what your visitors like best by setting out sunflower seed, peanut hearts, hemp, millet, cracked wheat and chicken feed, supplementing this seed diet with suet plus peanut butter canapes, bits of doughnuts, corn bread, pie —whatever you have. If you do these things, within weeks you will be surprised at the variety of feathers and song in a neighborhood you previously imagined was populated exclusively by English sparrows.

In the meantime something will have happened

Author wrote "Pet Birds Are Fun," May RECREATION.

to you. For instance, squirrels, which you previously believed were cute, will become pests because they insist upon hogging the birds' dinner. When trays are hung on long wires they sometimes even learn to slide down, fireman-style. You'll find yourself plotting against them, perhaps even girdling your feeder tree or pole with funnel-shaped tins to keep them out.

I often neglect my housework to hide behind the window curtains in order to douse water on any greedy squirrel that invades my sill feeder. Sometimes the squirrel becomes angry instead of frightened and tries to dive through the window at me. and I save myself only by slamming it shut. One old lady in our town takes these animals so seriously that she sits by her window all day just so that when one appears in her feeder she may yank a cord threaded through the wall to a Rube Goldbergian device which rattles a can of marbles in its ear.

When such concern registers itself the uninitiated may suspect your sanity, but it merely is one of the steps in the development of the bird addict. From now on you will not be satisfied to have casual bird callers. You will want colonies. You will begin catering to them to this end.

For example, birds need winter shelter. Thousands upon thousands of bluebirds once perished in an icy storm because their frail feet froze to

It's possible to lure twenty species to almost any city backyard if there is a tree or shrubbery nearby.

their exposed perches. In lieu of natural cover, you will want to provide a substitute. You can upend orange crates, cover these with tar paper and cleat them together in the form of a U, with the backsides to the wind and the entrance to the south, then sprinkle them with seed as a lure. Middle-aged Mrs. Ada Clapham Govan of Massachusetts was down to her last $6.44 when she originated this idea. Her husband was unemployed due to the depression and she wondered how she could feed her family and the birds which had provided amusement through years of invalidism. Then the birds changed everything for Mrs. Govan, for she became convinced that she should write about them. Despite lack of professional experience, she sold eight manuscripts in eight weeks. She became director of her own bird sanctuary, purchased through popular subscription, and wrote a book, *Birds at My Window,* which catapulted her into the top ranks of American nature writers.

Another mark of bird-addiction is mounting wrath against cats. One cat may kill a hundred birds. Even with bells around their necks they learn to stalk without a jangle. None but the reckless bird will remain long where there are prowlers, so persons who formerly liked cats begin searching for ways and means of getting rid of them. A method is sponsored by the U. S. Fish and Wildlife Service under the title, *How to Get Rid of a Vagrant Cat.* This publishes directions for building a never-fail trap.

However, the invention of the National Park Service's Robert R. Budlong not only is safest for everyone, but shows to what lengths the bird addict will go. Stepping into a trough to taste the fish bait before she has her bird course, the cat springs a rat trap attached to a building lath which sweeps down, spanking her so smartly on her south end that she is hurled headfirst into a tub of cold water. No cat so chastised ever again visits Mr. Budlong's domain. "My neighbors tell me their cats have become rather shy," he declares. "The pussies stay home, keep looking over their shoulders as though some memory bothers them."

Shrubbery which you formerly kept trimmed will be allowed to become a thicket for nesting places. You may even make over your garden, adding food-producing vegetation—trees such as Russian mulberry, chokeberry, mountain ash, spruce, pine, juniper, hawthorn, crab apple, beech, oak and birch, to name a few; bushes such as bittersweet, vibirnum, mock orange, bayberry, shadbush, honeysuckle, blue cornel; flowers such as prince's-feather, love-lies-bleeding, asters, California poppies, cosmos, marigolds, sunflowers, forget-

me-nots. Such plantings will feed your birds into late winter.

You also might bundle neutrally-hued string, yarn and ravelings into one of those mesh bags in which oranges are sold and tie it to low branches. Birds often are particular about color, and no bird seeking materials for an inconspicuous nest will tolerate red.

One result of all this is that you will have birds in your backyard that you never saw before, except in Audubon prints. Don't expect more than one pair of some varieties, though, for when the male bursts with spring song he is warning his own species to stay away.

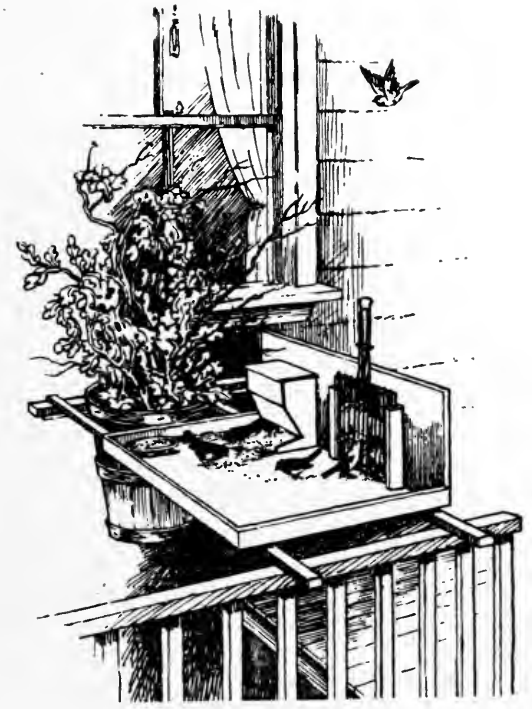
You may see a cowbird which lays her single egg in another's nest, then flits off. When the drafted foster mother angrily kicks out the fledgling you may observe an even smaller sparrow bringing it food until it is strong enough to fly to the feeding tray. Then the baby will sit there, hogging the food and barring the entrance to even its savior. Maybe you will see a crested flycatcher which, to keep marauders from its nest, searches miles for the skin of a dead snake to be used as a scarecrow.

Perhaps you'll attract a mockingbird like ours. After arousing every dog at midnight by imitating a neighbor whistling for his setter, he broke into melodies seemingly influenced by the radio concert of the previous Sunday, when he and the other birds had crowded the nearby trees to listen or join in barbershop style. They do this; birds enjoy music.

Searching parties could not discourage one mocker which, from the bushes, haunted the Washington Symphony's outdoor concerts with notes that trailed three bars behind the musicians. In "Peter and the Wolf" a flute imitates a bird; he imitated the flute imitating a bird so lustily that it nearly wrecked the performance. So inspired was he by Dorothy Maynor, the soprano, that he flew to a flagpole overhead, faced the audience, and made it a duet.

You will have adventures all right. If you want to double them, or offset sparseness of your shrubbery, you should have houses for those birds which, through the centuries, have accustomed themselves to roofs over their nests. They used to live in old woodpeckers' holes; in an era of few dead trees they find an acute housing shortage. Such species include titmice, sapsuckers, flickers, blackbirds, martins—more than fifty altogether.

Just because no bird ever inhabited that fifty-cent house you bought at the drugstore, or the one Junior made in manual training class, don't despair. A birdhouse is a highly specialized piece of real estate which must be tailored to exacting specifications for each species. It must be placed in the location and at the height the bird wants; the entrance must be just large enough to let him in and keep anything bigger out.



Greenery can be arranged near window feeding tray. Note the use of an ordinary toaster to hold food.

As a result of years of research, the Audubon Society and the U. S. Fish and Wildlife Service are able to send you instructions for making houses according to bird specifications. Donald B. Hyde of Newtonville, Massachusetts, who has been in the business of selling such houses, approved by the Audubon Society, didn't learn what birds want till after he squandered $300 on Indian-made rustic houses which he thought would be profitable to copy because they were cute.

Incidentally, the birds have repaid Mr. Hyde for his perseverance by altering his life. A successful lumber broker handy with tools, he made a feeding tray only because his wife insisted on one for her own window. It proved so popular among neighbors that in order to find time to earn a living he had to fix a price and hire carpenters. Birdhouses came next, with Mrs. Hyde as the bookkeeper, his young daughter mixing humming-bird nectar in the family kitchen and his schoolboy son packing shipments in the basement. Mr. and Mrs. Arthur Calkins, to whom he turned over the development and sale of suet cakes, expected to confine this ac-

tivity to the kitchen of their Harvard, Massachusetts, farm. When it overflowed not only the entire house but the barn and rented quarters, they had to move to town.

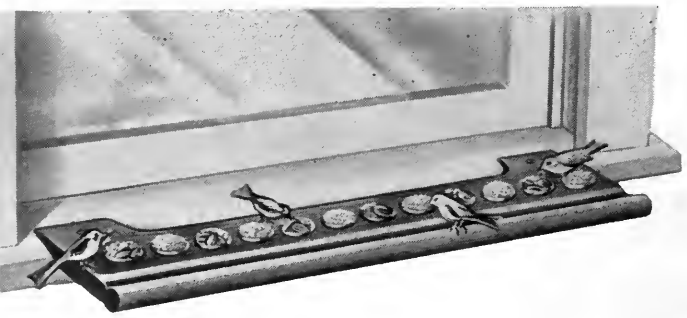
Today these enterprises fill three factories, with plans under way for another to employ 200 people. Hyde products account for $250,000 retail sales a year, including 50,000 birdhouses alone. And what has happened to Mr. Hyde? You guessed it. The birds got him. He has turned over the business to a manager so he can lecture about them.

Albert Rich Brand was a successful broker, but he quit the New York Stock Exchange at forty to get a college education and, because the birds got him, ended up an ornithologist at Cornell, capturing bird songs on phonograph records. Because the birds sing their loudest at dawn, for years he was up with the sun. With the aid of a sound truck and special machines developed by himself and his engineers, he ascertained that the birds' average pitch is a quarter-note higher than anything on the piano, that some of their songs are too high for the human ear to register, and that in seven seconds a winter wren sings 113 notes. As a result there are seventy-two wild bird songs on phonograph records with more than 39,500 sides sold annually.

Dr. T. E. Musselman was content as secretary of the Gem City Business College in Quincy, Illinois, before the bluebirds enchanted him. Unhappy about their disappearance from the roadsides, he built a home in which they would nest. Since then, he has devoted himself to prevailing upon other folk to build similar houses for which he mails free mimeographed instructions, and to setting out his own handiwork as fast as he can for a coast-to-coast "Bluebird Trail." The first year he nailed up 102 houses, of which eighty-eight were occupied. In 1948 he personally put up a thousand.

When the pair of wood ducks prepare to leave their nest in the Bath, Illinois, park where they come annually to an old sycamore tree, people in nearby shops rush out as Paul Reveres to spread the news. Traffic is rerouted from the adjacent state highways. Then the entire town stands by to watch ducks and ducklings waddle across and down to the Illinois River.

One of Mr. Hyde's feeding trays, cafeteria style.



In communities throughout the United States and Canada there are increasing thousands of lawyers, doctors, housewives and mechanics who forego the comfort of their homes at Christmas to take a bird census. They tramp their areas, happy as they list sparrows, rapturous as they discover Antarctic gulls near Lake Erie and orioles in New Jersey. The Audubon Society tally for 1947 disclosed they had taken an actual census of 5,573,000 birds.

The birds got all of these people, and that's the way it usually turns out. Interest in birds spreads as a contagious disease. Wherever one person cares for them a neighbor observes his fun and does likewise, until a whole community is involved. So many residents of Maryland's Chevy Chase-Bethesda suburbs north of Washington care for birds that their population has increased to twenty to an acre, as against a national average of two. All of the small hardware stores carry birdseed, with the average one selling at least 5,000 pounds a month. When one merchant hires an armory for a lecture on birds he fills it with youngsters and adults asking how long a bluejay lives and do birds think.

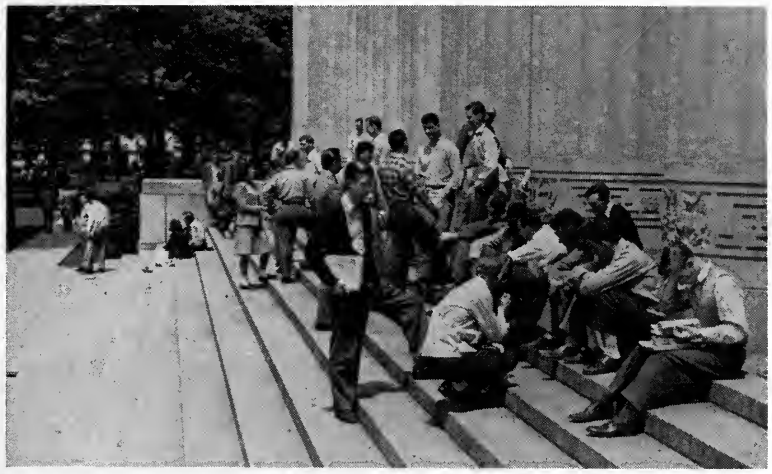
Indeed, the care and feeding of birds is as catching as measles. And if you think it incredible that they might change YOUR life too, just set out your first pan of crumbs on a snowy day and see what happens.

People in Recreation

ROBERT CRAWFORD, superintendent of the Oakland, California, Recreation Department, recently received the "Good Government" award presented annually by the Oakland Junior Chamber of Commerce for outstanding contribution to good government through participation in civic affairs.

Mr. Crawford, who has served in his present position since 1946, is a graduate of Des Moines University and was a Navy welfare officer during World War II. He has been superintendent of recreation at Hastings-on-the-Hudson, New York, and Montclair, New Jersey, and has served as consultant on recreation at Governor Earl Warren's Youth Conference and as chairman of the recreation and parks section, League of California Cities.

The Place of RECREATION in the Total College Curriculum



THE FIRST OF THREE ARTICLES on the above subject prepared by contributors from Springfield College. "A College Recreation Director Looks at Social Values of Recreation" and "A Student Looks at Place of Recreation in College Curriculum" will follow in the October and November issues of RECREATION respectively.

A COLLEGE PRESIDENT LOOKS AT THE PROBLEM

PAUL M. LIMBERT

LET ME indicate first what I conceive to be the specific function of a college president in a symposium of this kind:

1. Others have elaborated on the values of recreation as a phase of education. You want to know not so much how a college president views recreation in theory, but how his administration reflects in practice the value he places on recreation. The provisions the administrator makes, or fails to make, for the recreation experience of his students and faculty indicate how much regard he has for recreation values and how clearly he has thought through the implications of these values in terms of facilities and leadership.

2. You do not want me to report on what is being done on one particular campus in dealing with recreation, even though my presentation will be colored inevitably by our experience at Springfield College. Ours is a medium-sized college in a medium-sized city. We need to keep in mind here the variety of institutional and sociological settings in which college and university programs are being carried on—the small college in a small town, a community almost sufficient unto itself, and also the huge sprawling university, often squeezed into a downtown section of the city with practically no campus of its own. Springfield College is a school with a strong professional emphasis, including a specialized curriculum of professional training in recreation and camping. But, in this symposium, we are considering the place of recreation in general education and not in terms of the training of professional workers.

3. It is my function to consider the college program as a whole—courses of study, student life and activities, personnel services, faculty growth and relationships—also to take into account such practical matters as budget, buildings and maintenance, faculty appointments, and the overall administrative structure of the institution. The college president is "in the middle"—in more than one sense!—and he, if anyone, must have an inclusive view of the place of recreation in the college.

Is Recreation a Concern of the College?

This is the prior question a president must face. Lest you think this is a trite or purely rhetorical question, assuming that every president would say yes, let me remind you that there are some very real issues here as judged by the actual practice in

our American colleges.

If President Hutchins of the University of Chicago were here, I imagine he would say that the university has a very limited responsibility for the recreation of students, and that the primary concern of the administrator is to provide for intellectual development. If the presidents of some of our technical and professional schools were here, I judge that they would say that recreation has a very minor place in their thinking because they must concentrate on intensive training for specific professions. Even if we had on the platform the men and women who have written most in recent years about general education, I suspect that they would not have much to say, since thus far they have given very little attention to the place of recreation in general education.

To be less serious for a moment, if you were to ask the townspeople in our college communities whether the administrator needs to be concerned about the recreation of his students, many of them would consider it a joke. What else do students do? Isn't *all* college life pretty much recreation? They visit us usually only to watch our intercollegiate games and our dramatic and musical productions. They see our students chiefly in hours of relaxation. Small wonder that the old quip was coined: "What do you mean by college-bred? A four-year loaf."

Will the recreational phase of a student's experience be cared for adequately by students themselves and by off-campus commercial and voluntary agencies? Does the college president really have to worry much about the place of recreation in the total college program?

Recreation experiences can extend range of students' interests, skills. Dancing is presented to University of Michigan coeds.

A Phase of Personnel Services

The most obvious answer to these questions is to insist that *provision for satisfying recreation experience is an important phase of personnel services.* Certainly any dean of students or similar administrative officer, who carries responsibility for personnel services, will be concerned about recreation opportunities from two angles:

1. Are *enough* recreation opportunities available to students, within the range of their financial resources and the transportation at their disposal, to provide for relaxation from tensions and for satisfaction of personal interests not met in the ordinary routine of courses? Does anyone doubt that there are such tensions, growing out of intensive preoccupation in library, laboratory or examinations; or out of the frustrations that often arise from poorly conducted classes; or out of strained relationships with members of the faculty or with other students; or out of personal worries related to financial troubles or family maladjustments? So far as unsatisfied interests are concerned, there is the whole range of avocational pursuits in sports, drama and the like plus, in many cases, a search for satisfactions related to one's chosen profession which are likely to be ignored curriculum-wise in the early years of college.

2. Are the *right kind* of recreation opportunities available to students? Here at least three criteria occur to me:

It should be possible to a large extent to find adequate outlets for recreation interest *on the campus.* This has advantages to the student from the standpoint of convenience and low cost, and to the college from the standpoint of control of the quality of recreation. Hence the justification for an extensive on-campus program of dances, musicales, and even movies.

A variety of recreation opportunities should be available both on and off campus. Part of the educator's responsibility is to extend the range of a student's recreation experiences: for example, to include both the sports and the arts in his recreation repertoire, to develop avocational interests that have high carry-over value after college.

The recreation experiences of the student should be *truly satisfying.* Dances and parties that are well conducted are more fun in the long run. The concomitant influences of a recreation experience may be highly significant in terms of attitudes formed, friendships established, prejudices broken down, social adjustments achieved. Campus recreation events may be among the most effective means of promoting better understanding between students and faculty.

If recreation is recognized as an important phase of personnel services, the administrative implications are clear. Facilities for recreation are important and intrinsic needs. Student unions, little theatres, intramural playing fields are not frills but essential items in a building program. Leadership for the student recreation program should be provided on the same basis as other personnel services. At least one person with faculty standing is needed to serve as an adviser of recreation activities. In a small institution, the same person may direct the intramural sports program. This staff member should have a background of preparation in group work as well as in recreation.

A Phase of the Curriculum

It is our thesis also that *recreation should be included in the curriculum of general education.* This is doubtless a more controversial point than our preceding reference to recreation as a part of personnel services. Can recreation in the nature of the case be required? A good definition of recreation is "all these things that people do to find satisfactions in those hours of the day which they can call their own." Can one offer credit courses in recreation without destroying the voluntary element which is basic to the recreation experience? What shall we say about *courses* in arts and crafts, music, drama, nature study?

Within the limits of time, I can only sketch my own answer to these questions, outlining certain conditions under which it is sound to include courses dealing with recreation as a part of the regular curriculum:

1. *If a balance is maintained between administration-sponsored courses in recreation and a student-initiated recreation program.* The introduction of certain courses, perhaps required, should never be interpreted as displacing or encroaching upon the whole range of recreation activities conducted primarily under student auspices.

2. *If the student has a chance to choose among a variety of curriculum offerings, yet is exposed to some recreation experiences that extend the range of his interests and skills.* Here we face the problem of required versus elective courses that arises throughout the curriculum. If a student can choose among several types of courses in recreation, the voluntary attitude is preserved to a considerable degree. Yet there will be instances where a student will be advised to take a certain course in recreation just because he has a blind spot in this area and will profit by an exposure to a field where at present he has no skill.

3. *If high standards of teaching are maintained in these courses.* These courses in recreation must be taken seriously by the student, whether or not he receives academic credit. The same standards of good workmanship for both instructor and students, as hold in other courses, are essential in the field of recreation. There is no place here for "snap" courses. Unless a course in recreation leads to intrinsic, personal satisfactions, it has no place in the curriculum.

4. *If courses in recreation are recognized as an important phase of the program of general education.* A course in this field will normally be regarded as terminal, rather than preparatory for other courses. It will be regarded as functionally related to personal growth and social responsibility, rather than a part of the technical or professional curriculum. Here is a rich vein that has been little explored thus far by those who are experimenting with general education. Perhaps, first, we must break down a certain academic snobbishness which assumes that recreation is not an appropriate subject matter for a college curriculum. Accepting general education as "that part of a student's whole education which looks first of all to his life as a responsible human being and citizen" (Harvard Report), how can we fail to make provision for recreation within the curriculum?

"Recreation is not a secondary concern for a democracy. It is a primary concern, for the kind of recreation a people make for themselves determines the kind of people they become and the kind of society they build."—*Dr. Harry A. Overstreet.*

31st NATIONAL RECREATION CONGRESS

At Your Service

THE WELCOME MAT is out for our old friends among the recreation equipment people, book publishers, crafts firms and other cooperative agencies who will be with us again in New Orleans. They who manufacture the necessary materials of play, have much to offer in the way of what's new, what's practical, what best can fill our needs, and come to place their services at our disposal. Many of them have been at Congress gatherings for lo these many years; some of them are new; all of them will be on hand to offer suggestions and help in regard to the materials so necessary to the performance of a good recreation job.

Don't fail to plan time in your schedule for taking advantage of the opportunity to examine new equipment first-hand, to bring yourself up-to-date on what's available for future reference. It's much better than reading advertisements, gives you a chance to ask questions, to renew old acquaintances, form new contacts that will be helpful to you later.

The exhibits will be conveniently located so that you cannot miss them as you pass in and out of meetings. Stop by, and give these loyal friends your personal greeting! Exhibitors are listed here.

Ackley, Bradley and Day, Sewickley, Pa.
Arlen Trophy Company, New York, N. Y.
The Athletic Institute, Inc., Chicago, Ill.
Aviation Products, New York, N. Y.
Ron Bales Sales Agency, Emporia, Kan.
A. S. Barnes & Company, New York, N. Y.
J. E. Burke & Company, Fond du Lac, Wis.
Childcraft, Chicago, Ill.
Cleveland Crafts, East Cleveland, Ohio.
The Coca-Cola Company, Atlanta, Ga.
Frost Woven Wire Company, Keyport, N. J.
Game-Time, Inc., Litchfield, Mich.
Geo. Gillis Shoe Corporation, Fitchburg, Mass.
Hillerich and Bradsby Company, Inc., Louisville, Ky.
Horton Handicraft Company, Farmington, Conn.
The Judy Company, Minneapolis, Minn.
J. C. Larson Company, Chicago, Ill.
Logan Manufacturing Company, Glendale, Calif.
MacGregor-Goldsmith, Inc., Cincinnati, Ohio.
Magnus Brush and Craft Materials, New York, N. Y.
National Bowling Council, Dayton, Ohio.
Pennsylvania Rubber Company, Jeannette, Pa.
Pepsi-Cola Company, Long Island City, N. Y.
J. E. Porter Corporation, Ottawa, Ill.
RCA Victor Division, Camden, N. J.
Rawlings Manufacturing Company, St. Louis, Mo.
Square Dance Associates, Freeport, N. Y.
United States Rubber Company, New Orleans, La.
W. J. Voit Rubber Corporation, Chicago, Ill.
Weaver Wintark Sales Company, Shamokin, Pa.
Wilson Sporting Goods Company, Chicago, Ill.

John Davis Williams

Congress Speaker

John Davis Williams, Chancellor of the University of Mississippi, has accepted an invitation to address an evening session of the Congress on the subject of "Recreation and Abundant Living." Word was not received in time to permit including this announcement with that of the other speakers, in the August RECREATION.

Appreciation

ON THE EVE of the National Recreation Congress, we are moved to express our deep appreciation to the very helpful committees and many individuals who shared in planning for the 1949 session.

The 31st National Recreation Congress is the result of suggestions and work of literally hundreds of people, working cooperatively for the best interests of the recreation movement. We are grateful to all who have generously shared in this process.

We gladly present below the personnel of a few of the various committees; we wish there were room to include all. Also listed below are those in New Orleans who have worked to make our stay there pleasant and as rewarding as possible.

To all of you our profound gratitude.

T. E. RIVERS, *Secretary,*
NATIONAL RECREATION CONGRESS

Recreation Congress Advisory Committee

B. R. Allison, Nashville, Tenn.
Virginia Carmichael, Atlanta, Ga.
G. E. Chew, Sun Oil Company, Marcus Hook, Pa.
Robert W. Crawford, Oakland, Calif.
A. E. Genter, Akron, Ohio
Lester J. Lautenschlaeger, New Orleans, La.
W. Norman Watts, New Haven, Conn.

Recreation Executives Committee on Administrative Problems

Floyd Rowe, *Chairman,* Cleveland, Ohio
William K. Amo, Little Rock, Ark.
Grant Brandon, Lancaster, Pa.
John P. Brechtel, New Orleans, La.
Ruth Bush, Memphis, Tenn.
Joe L. Christensen, Murray, Utah
W. W. Harth, Columbia, S. C.
Larry J. Heeb, Lawrence, Kan.
Ralph M. Hileman, Baton Rouge Parish, La.
Dorothea M. Lensch, Portland, Ore.
Stephen H. Mahoney, Cambridge, Mass.
John O. E. Pearson, Brantford, Ont.
Walter Roy, Chicago, Ill.
W. P. Witt, Corpus Christi, Texas
Beth Wallace Yates, Sylacauga, Ala.
Ben York, West Palm Beach, Fla.

Hospital Advisory Committee

Edward D. Greenwood, M.D., Director, Southard School, Menninger Foundation, Topeka, Kan.
Carolyn Nice, National Recreation Consultant, Service in Military Hospitals, American National Red Cross, Washington, D. C.
W. H. Orion, Director, Recreation Service, Veterans Administration, Washington, D. C.

Industrial Recreation Advisory Committee

Victor Bonnaffee, Jr., United Fruit Company, New Orleans, La.
G. M. Matlack, Counselor of Recreation, Burlington Mills Cramerton Division, Cramerton, N. C.
John L. Moore, Recreation Director, Bemiston Village Council, Talladega, Ala.
E. L. Parker, President, Callaway Educational Association, LaGrange, Ga.
Robert Turner, Coordinator of Recreation, Department of Community Recreation, West Point Manufacturing Company, Lanett, Ala.
Fred A. Wilson, Coordinator of Employee Activities, Scovill Manufacturing Company, Waterbury, Conn.

New Orleans Local Arrangements Committee

Lester J. Lautenschlaeger, *Honorary Chairman,* Director, New Orleans Recreation Department.
John P. Brechtel, *Chairman,* New Orleans Recreation Department.
Richard Dixon, *Vice-Chairman,* New Orleans Recreation Department.
Henry Boh
Mrs. Charles F. Buck
Ray Cantrell
Blaise Carriere
William Coker
Sam Coronswet
George Douglas
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Thomas A. Fox, Jr.
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Charles Genella
John Hall Jacobs
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Dr. Henry A. LaRocca
J. D. LeBlanc
Dr. Louis Legett
Lewis G. Lemle
John Lynch
Marcel Montreuil
Gar Moore
Ralph Nolan
General Allison Owen
Mary Raymond
Horace Renegar
Frank Schaub
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A. Spatafora
C. C. Walther

Reception and Services for Colored Delegates

Morris F. X. Jeff, *General Chairman,* Director of Negro Division, New Orleans Recreation Department.
Alfred Collins, *Chairman, Reception*
Mrs. Alma Granderson, *Chairman, Entertainment*
A. C. Moore, *Chairman, Housing*
Audry Baxton
Daniel Brown
Elizabeth Gaines
Ralph Haines
Henry Hamilton
Daniel Hawkins
Bennie Jefferson
Marie Royal
Charles Smith
Irma Smith
Oliver Thompson
Elaine Vandergriff

RECREATION CENTERS FOR RURAL YOUTH

A Gift or a Goal?

Carol M. Larson

Supervisor, Rural Sociology Research Laboratory, the State College of Washington

"WHAT *shall* we do tonight? If my folks weren't having a bridge party at our house, we probably could go over there and dance."

"Yeah, my dad isn't feeling well tonight and he said he wanted the house quiet."

"And there's no use thinking about our house. Since we got the new davenport and chair we have trouble enough even walking through the place."

"If only there were a place we could go to have some fun!"

Such conversation is an example of what might be heard on an otherwise quiet street corner of a small rural community when a group of young people get together to plan an evening's recreation. Chances are they will end up spending the evening at the village soda fountain—if they are fortunate enough to be in a village where there is one—or riding around in their cars or pick-ups, looking for a little excitement.

Many rural communities are faced with the problem of providing leisure-time activities for their young people. In considering the problem, the question might be asked, "Is this the responsibility of the community or of the young people themselves?" A combination of the two, particularly if it means cooperation between youth and adults, would be the most satisfactory. However, there is a slight tendency for the young people to expect someone else to furnish the means for their recreation activities while, at the same time, many adults look upon the problem as one to be solved by those who feel the need for such facilities.

These two reactions leave the situation very similar to that found in a game of doubles in ping-pong when, as the ball approaches, the player on the right thinks that the ball will be in the left-hand court, and the player on the left thinks that the ball will bounce in the right-hand court. Needless to say, the ball goes right on by, unreturned to the opponents.

Such a situation need not be prevalent in a rural community in which cooperation and understanding between youth and adults exist. If the young people feel that the need of a recreation center is great enough, they should take definite steps to see that one is provided. If the adults of the community wish to see their young people enjoy their leisure time, possibly under the supervision of qualified leaders, they should also take steps to see that a good program is provided. Leaving the job for someone else to do will mean a continued lack of recreation facilities.

The question might then arise, "What steps can be taken by either group?" It is the writer's intention to provide a few suggestions which might

be used as a starting point for establishing a recreation center.

Even the very smallest villages and hamlets can provide recreation facilities acceptable to its young people. A recent study of leisure-time activities of 250 high school youth in a sparsely settled wheat county in the eastern part of the State of Washington* showed that most of the activities which the young people want included in a recreation center program would be inexpensive, and would not demand a large number of participants. Such simple activities as dancing, ping-pong, badminton, group singing, pool and billiards, square dancing, or card playing could be carried on in a school, a club house, a Grange hall or, many of the activities at least, in a church basement. Only one activity—roller skating—would be impractical in any but the larger towns and cities. The young people are not asking for the impossible. Their main difficulty is in finding a place (a room or a hall) in which to carry on these activities. Once such a place is made available the rest of the task would be comparatively simple.

Barriers must be opened up in many communities. For instance, if the school is the only building in the neighborhood that is large enough to accommodate the young people, then they must make their needs and wishes known to the school board or to the group which has jurisdiction over this property. If the women of the community have a club house which is used only one or two days during the week, the young people might appeal to the women for the use of this house.

While the youth are presenting their side of the picture, actually spending some time and giving some thought to the project of establishing a recreation center, the adults of the community can be doing their part by discovering just what is needed and desired and furnishing the leadership necessary in establishing a well-organized, popular center.

The financial burden may also be shared by youth and adults alike. If the boys and girls are willing to sacrifice their time in earning money to support a recreation center, many adults or adult organizations should be willing to be responsible for at least part of the financial backing.

Cooperation between youth and adults is essential in the establishment of a recreation center for young people in a small rural community. Understanding also must be present, and should stem back to the realization that the youth of today are faced with much more leisure time than were those of a generation or so ago. They are not forced to start working at an early age but are given an increasing amount of freedom, such as being allowed to use the family car several evenings during the week or being allowed to choose their own forms of recreation with little regulation by their parents. Although rural families have been slower to follow the lead of their city cousins in establishing such a pattern, the urbanized customs are being accepted more and more in rural areas.

The pattern may be further exemplified by pointing out that recreation is no longer accepted as a family responsibility in many families. In such instances, the responsibility must lie elsewhere. In some large communities, commercial forms of recreation carry the responsibility; while in others the school or the church furnish the chief means of recreation. It is to the community which has not as yet found a group to carry the burden of responsibility that this paper applies.

Shall adults carry the full burden of responsibility? Shall the young people be given a recreation center as a gift, with little or no effort on their own part to help establish it? If they take no responsibility in starting the center, they may feel that they are not responsible for making the program a success. Such an attitude might well lead to failure of the entire project.

On the other hand, if everyone—the entire community—worked toward the establishment of a recreation center (a center which could, in turn, be used by everyone in the community), the responsibility would be shared by all. Both the youngsters and adults could make use of the center at various times, thus establishing a "Community Recreation Center" from which all would benefit.

The goal of a rural community—that youth have adequate recreation facilities to fill leisure-time hours—can be attained by all working together.

* Carol Larson, "Leisure-Time Activities of Rural Youth in a Sparsely Settled Wheat County," *Washington Agricultural Experiment Station Circular No. 58,* Pullman, Washington, December, 1947.

How to Publicize YOUR

PROMOTIONAL ACTIVITIES ARE important in a swimming pool program. Here they are approached from three different angles, rather than from one: outside of the pool; inside the bathhouse; inside the pool.

When I came to Marshalltown, Iowa, to take over the pool, it was then known as a "free" pool. Everybody used it without paying a fee. Of course, when we introduced the idea of charging you can imagine what we ran into. To show the people that we would have something really outstanding, I arranged to have the Governor of Iowa present for the dedication of the pool. We presented a very fine program and pageant, including the latest style bathing suits worn by attractive bathing girls. This went over in a big way, and was followed by an announcement of prices at the pool.

Rates were to be $15 for a family ticket for four; $2 extra for every other person in the family; $8 for a season ticket, adult; $6 for a season ticket, child; $5 for a family ticket—$6.50 value; $3 for a child's twenty-five swim ticket; $5 for an adult's twenty-five swim ticket; and $2 for a $2.50 ticket, sold to any person who lived outside the city. Swimming tickets were put on sale right away, and before we officially opened the pool we had sold over $800 worth. This, naturally, assured a successful season.

Of course, there were complaints about the admission charge. To protect the mayor and others on the committee, I set up a Courtesy Day, omitting the word free entirely, knowing that as soon as you say "free" people will tear the shingles off the roof or knock out a window, because there is no charge. Therefore, we use the term "Courtesy Day," and invite the boys and girls of the city for a special treat.

We arrange for an outstanding speaker on each Courtesy Day to talk to these boys and girls while they are in the pool, thus enabling us to keep a measure of control over them. The speech usually lasts about ten minutes. The first speaker of this kind was Mr. Harvey, State Conservation Officer, who gave a talk on furs and the fur-bearing animals of Iowa. He brought live animals with him, and the children were enthralled.

These Courtesy Days are continued throughout the entire summer, two a week, with as many as 800 to 1,000 persons attending. Nothing is being lost by it. These children are learning to swim, and during the past four years the financial balance has increased each year.

A river passes through the park, so we organized a fishing derby. The Mayor agreed to be the starter, the Judge of the Municipal Court to act as head judge. The Chief of Police was the measurer, and the judges were placed at fixed distances on the banks of the river, within the park. Prizes were offered for catching the largest fish of any species; and the derby was very successful.

At one time there were 400 women fishing. Since that time, we have more women fishing in and around Marshalltown than men. News of this was carried in the *London Daily Times,* the *Los Angeles Times,* and was radioed out to sea. This is good publicity.

We have also arranged for band concerts. Though the municipal band was available, we also went out to the smaller cities within a thirty-mile radius and invited the bandmasters to bring their boys and girls on Sundays to have a swim, and give us a concert near the pool. Thus we always had some fine music, especially for those who did not care to go swimming. We not only wanted to entertain parents, but knew that if they came they would bring their children, and the children would come into the pool.

For another activity outside of the pool, we asked the Junior Chamber of Commerce to purchase a new flag, which we raised on a large flagpole. Then I asked an insurance agent to buy two to three thousand booklets telling all about flags and flying them, which we distributed. Over 2,000 children attended our flag raising, making it a wonderful spectacle. They entered into the spirit wholeheartedly, and it was one of the finest things I have ever seen.

We constructed a large stage just in front of the pool entrance, large enough to handle plenty of actors, and invited different acts from surrounding cities to perform on Sunday afternoons. They put on a free show for those people who did not want to go into the pool. We thereby interested community people in coming to the park, and when

This material, presented at a convention of the National Association of Parks, Pools and Beaches, won a plaque for the best paper. Condensed from *Beach and Pool,* January 1949.

SWIMMING POOL

C. E. Daubert

that was accomplished, half of the battle was over.

Next, we made a little lagoon about forty yards from the swimming pool, got permission to pump water into it, and asked the state conservation people for 5,000 bullheads. After they were released in the lagoon, any boy or girl under fifteen years of age was allowed to fish any time he or she wanted to, and catch all the bullheads possible without any cost. Of course, this was good publicity, and it wasn't long before community people forgot all about charges for use of the pool.

Another thing staged was a field day, with archery for boys and girls, men and women. We made a place for buses to come into the park, and accommodated sixty-two from all over the state. Free entertainment included a rifle range where youngsters were taught how to shoot, and a fly and bait casting tournament.

The State of Iowa had passed a law prohibiting the shooting of fireworks. Well, I had always had that privilege and realized just how much it meant to the boys and girls. So I asked Mayor Duffield to take legal steps to permit us to use fireworks in the park, and he agreed. He put on a great show, and the first time we drew about 25,000 people to our gates. Last time we attracted over 45,000 people, using the fireworks display as the grand finale at the end of a perfect day.

We stage bicycle races in the morning to get the children to come to the park. We have used sand left over from the filter to make sandboxes and have hung swings from the trees, to make a nice children's playground. Mothers can come here, leave their children in the care of a registered nurse, and then be free to go swimming themselves, free from worry.

Once in a while we stage a slumber party. We install about 110 cots in the men's and women's departments of our large bathhouse. All the girls who want to come must have permission from their mothers, and three mothers are assigned to each of the departments. We put 125 prizes into shoe boxes, each worth anywhere from ten cents to $2.50. The girls play bingo and other games, and those winning have the opportunities for the prizes.

All these young people, after a while, get onto their cots to go to sleep. They know that later during the night they will be awakened and allowed to go swimming, but they don't know at what time. From my home two miles away, I telephone to the lady in charge at about 2:30 in the morning. The whistles start blowing, and the kids get the greatest thrill of their lives.

Reducing classes, too, go over like a million dollars. There is no trouble at all in selling a $15 ticket to a lady who is anxious to reduce. We have large classes, some of our participants losing, without diet, as much as forty-six pounds in three months—and they enjoy themselves swimming while doing it.

Young dancing instructors come to our swimming pool and teach preliminary dancing lessons, without charge to us. They are glad to cooperate in this way because they feel they are developing a future clientele. At one time any boy or girl who would buy a $3 ticket, and pay cash in advance, was entitled to ten free tap-dancing lessons, and many came.

Another thing I have found of value is watching the newspapers. When I see that there is going to be a reunion of some kind I go to see the people participating, or write them a letter saying that we would like to have them come to the swimming pool. We offer special rates, and to arrange a program for them or to help in any other way possible. We cover conventions in the same manner. Even if delegates don't care to go swimming, they are often interested if there is going to be an exhibition of some kind. In that way, too, I keep my boys and girls in condition and interested.

We also have hairdressing classes and style shows for children. We have found checker contests popular, and have painted checkerboards on our deck. Children are rewarded for regular attendance. Perfect attendance for a month entitles any boy or girl to a free airplane ride over the city.

With respect to promotional activities within the pool itself, the learn-to-swim campaign always comes first; and after you have taught your boys and girls, graduation exercises can be held. At one of these ceremonies the president of Iowa State College presented the certificates to the children. There should be no trouble in getting the superintendent of schools to do this at any time. Remember, as long as you are doing things for children you have the adults with you, and the adults have the money. That's all there is to it.

By using these activities you will be making news. News means publicity, both printed and verbal. As the ball starts rolling and interest increases, many ideas for publicizing your swimming pool will materialize.

Traveling Ex

BELIEVING THAT "Conservation Can't Wait," t
show on a tour of schools. In five weeks, mor
trailer truck. Usually, commission employees a
dren, while the upper grades attend a thirty-mi

Above: Conservation officer Walter L. Harvey operates slide projector as youngsters absorb recorded conservation talk.

1. **State Center school children view especially equipped bus during its five week tour. Live animals, fish are inside.**

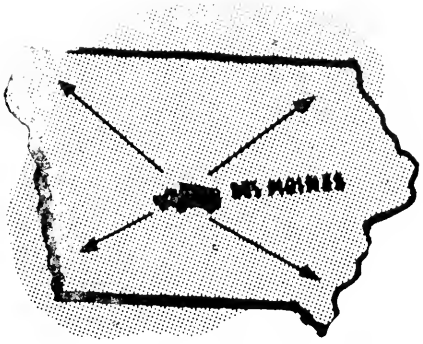
2. **"Looky, what's that?" Traveling unit was planned to bring before public a few of the basic conservation principles.**

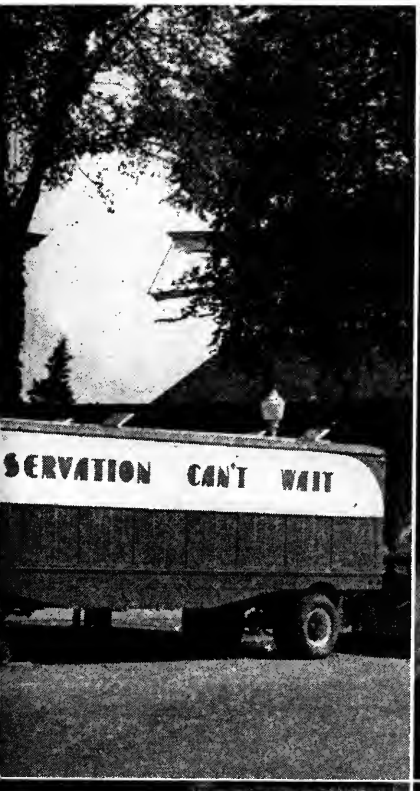
3. **In a few years these children, giving rapt attention, will be responsible for conservation of our natural resources.**

4. **Lady, the exhibit's coyote, undisturbed by the student visitors, poses with serene dignity for the photographer.**

it

Conservation Commission of Des Moines, Iowa, has been sending a wildlife
,000 school children have viewed the traveling exhibit, carried on a huge
rs explain the various live fish and animal displays to the primary chil-
rvation talk—complete with slide projector—in the school assembly room.





An air view of White Rock swimming beach in Dallas, Texas. The property also is used for picnicking, fishing, camping and horseback riding.

Dallas, TEXAS

LILLIAN SCHWERTZ
Supervisor of playgrounds and recreation centers in Dallas.

THE TOWN COUNCIL of the thriving young city of three thousand inhabitants in Dallas, Texas, were pleased with themselves. They had, with much finesse and no expense to the town's budget, just completed a transaction whereby the City of Dallas would acquire its first municipal park!

Minute Book Number Two of the year 1876 records the offer of a ten-acre tract of land for the purchase price of $700. The Town Council desired this property but did not have the "purchase price." The records further reflect that the owner agreed to lower the price by $100 in exchange for keeping the "pest house," a building used to house all persons with smallpox, located on the property. A civic-minded citizen agreed to pay $200 toward the purchase of the property, leaving a $400 debt for the city to assume. The Town Council then offered to cancel taxes on all of the owner's properties, not to exceed $100 a year, for a four-year period. An ordinance was then prepared and adopted to this effect, and the act of obtaining the first municipal park was completed.

In 1905 a Park Board, consisting of five members, was created by charter amendment. At the same time a ten cent tax on each $100 property valuation was levied to be used for park purposes. The board still derives its revenue for operating many varied activities from this source.

It seems that most Texas cities which had created parks maintained a very restrictive type of control until well after the turn of the century. It was not until 1907 that the park property purchased in 1876 was actually designated to be used for playground purposes. In the Minutes of the Park Board, the following action was recorded: "The Park Board authorized the Park Superintendent to use the hollow in City Park as a park playground."

Records show that employment of one of the first playground leaders, hired for the purpose of supervising park playground activity, occurred in

1911, with the public informed by a sign placed at the corner of the park—"PLAY PARK—ADMISSION FREE!"

In 1910, when the city's population was less than 100,000, the late George E. Kessler was employed to prepare a comprehensive city plan and report, including recommendations for a park system.

During the next several years, Dallas acquired many additional parks and erected two centers, which are in use at the present time. Early in 1913 a National Recreation Association worker spent several days in Dallas, addressing civic organizations, to enlist support for a bond issue of $500,000 for parks, playgrounds and boulevards. The bonds were voted by the people. In 1920 a director of parks and playgrounds was appointed.

Supervised summer playgrounds were initiated in 1917. By the summer of 1923, twenty areas were supervised.

The five-member Park Board is appointed by the City Council for a term of two years, each member serving without compensation. It is a policy-making board.

The department divisions are:

1. Municipal Golf Courses—(three 18-hole; one 9-hole)
2. Municipal Swimming Pools
3. Playgrounds and Recreation Centers
4. Municipal Athletics
5. Zoo
6. Fair Park Civic Center which includes:
   a. Aquarium
   b. Museum of Fine Arts
   c. Hall of State
   d. Health Museum
   e. Museum of Natural History
   f. Amphitheater—(Operettas under the stars ten weeks each summer)
7. White Rock and Bachman properties, which include boating, picnicking, fishing, camping and bridle paths.
8. Forestry, which includes maintenance of all boulevard, street and park trees.
9. Park Patrol
10. Maintenance and Operations

In 1923 and 1924, L. H. Weir of the National Recreation Association's district field staff worked with the Dallas Park Board in its efforts to provide a special recreation division in the park department with a qualified recreation director to supervise the work. Continuously, the Association has given field service to Dallas and, in addition, one or more recreation specialists from the Association's staff have gone into Dallas, by request, to help with the expansion and enrichment of various phases of the public park and recreation programs.

At the present time, the City of Dallas, with a population of 478,000, has a total park area of approximately 5,500 acres. Thirty-five percent of the total area is devoted to small parks, distributed throughout neighborhood communities. Nineteen park areas represent gifts, totaling 1,417.7 acres. The most recent gift totaled nearly 1,000 acres. Tenison Park, totaling 124.5 acres and featuring one of the 18-hole golf greens, and Kiest Park, with 247½ acres, are two other large park areas given to the park system by civic-minded citizens.

The entire Park and Recreation Department personnel, which includes maintenance labor, is comprised of approximately 300 employed on a year-round basis, with 300 additional employees during the summer months. The Recreation Division, exclusive of golf course managers, Fair Park Museum directors and directors of the various large park areas and rental buildings, has a year-round staff of thirty persons. They include the superintendent of recreation, assistant superintendent of recreation, supervisor of playgrounds and recreation centers, supervisor of athletics, Negro supervisor, projector operator, twenty-one recreation leaders and a special baseball supervisor. During the summer months, five special supervisors and sixty-five recreation leaders are employed

Hardwood floors being laid in the Automobile, Aviation and Recreation Building recently opened at Fair Park.

for the fifty-four supervised playgrounds. An additional 140 persons are employed for the eight municipal pools.

The Park Patrol has a regular staff of nine men, with ten additional officers working part-time. These men, including the chief of the patrol, are in uniform and use four squad cars to patrol the park system.

The park and recreation budget for the current fiscal year, October 1, 1948 to September 30, 1949, is $1,155,598. This total budget includes the ten cents on every $100 ad valorem taxes, and income from non-tax sources such as golf, rentals, reservations, swimming pools, boat licenses, boat house rentals, fishing permits, concessions, interest on bank balance, reimbursements, transfers and others.

The recreation program of the Dallas system is operated on a year-round basis, with seasonal activities highlighting the routine program. The summer participation program is, of course, many times greater than that of the fall and winter programs. Twelve recreation centers are operated continuously, with an additional forty-two playgrounds supervised during June, July and August. The summer program is operated five days each week, Mondays through Fridays, from eight-thirty a.m. to eleven-thirty a.m. and from three p.m. to eight p.m. on all playgrounds—with the exception of the centers and grounds with lighted ball diamonds. These areas remain open until ten-thirty in the evening.

A woman leader and a man leader on the majority of the playgrounds follow a program of handcrafts, storytelling, dancing, minor games and contests, picture shows, community programs, athletics, swimming, nature study and special activities. City-wide competition is held in the different age-division leagues in softball, baseball, horseshoes, washers, croquet and swimming. A city-wide Junior One-Act Play Tournament is an annual dramatic event during the summer, and a Senior Play Tournament is held each winter.

Ten clubhouses, operated on a reservation basis, accommodate various groups in such activities as teen-age dances, socials, teas, book reviews, reunions, graduation exercises and square dances. Six hundred and sixty-six reservations were made during the first six months of the current fiscal year, with 74,784 persons participating in the activities offered.

Programs for older persons have always been stressed by the Dallas Recreation Department. Square dancing is the most popular social activity for this group, with hundreds of "golden agers" enjoying the companionship of persons their own age in dancing, parties and congenial conversation. Older men are provided club rooms for domino and checker games. Roque, croquet, horseshoe and shuffleboard facilities are also provided, and are enjoyed by thousands of older persons.

The municipal athletic program includes softball, basketball, soccer and baseball. Four hundred and fifty church, commercial and independent softball teams and 200 playground teams keep the

seventy-two softball and baseball diamonds in constant use. Twenty-five of the softball diamonds and one hardball diamond are lighted for night play. These lighted diamonds are strategically located throughout the city, offering many communities the opportunity of seeing exciting ball games almost any time they may desire to do so.

Basketball participation jumped from 100 teams with 54,000 spectators during the 1947-48 season to 250 teams with 132,700 spectators during the 1948-49 season. This increased interest was attributed to the opening of the new Automobile, Aviation and Recreation Building in Fair Park, which housed all basketball play on its seven basketball courts. The building is 750 x 113 feet in the middle without an obstruction. Bleachers on the major court accommodate 5,060 fans. Two tennis and eight badminton courts are available for play inside the building. Other activities were also successfully conducted in the new building, including boxing, with 19,250 spectators attending three tournaments, angling and special programs, and the annual square dance festival which drew 6,000 dancers and spectators. The building contains comfortable locker and shower rooms for men and women, forty blower-type heating units, and twelve large ventilating fans. This building is used by the Dallas Recreation Department from November to April and is then turned over to the State Fair Association for the remaining months.

Tennis is a very popular sport and is played on a year-round basis. Sixty of the 100 courts are maintained at all times, and there is no charge for their use. However, players are required to furnish their own nets and balls. Local tournaments are conducted, and the winners in the junior and senior divisions compete in the State Texas Amateur Athletic Federation Tournament.

Outstanding special activities include boat regattas, Fourth of July fireworks at White Rock Lake, golf tournaments, tennis tournaments, water pageants, one-act play tournaments, city-wide playdays, square dance festivals, operettas, swimming meets, exhibition basketball, baseball, soccer and softball games, fishing rodeos, boxing tournaments and many other playground contests.

"A city to be great does not need to be large or rapidly growing. But it should be a place in which people are happy to live and work. It should have a personality and a civic pride in that personality. It should create out of the raw materials of its resources, physical and human, satisfactions which are abiding and permanent. Only if the social and economic foundations of a community are secure, and its governmental organization sound, can a city grow to real greatness."—*C. A. Dykstra* in *Municipal Activities of City of Cincinnati, Ohio.*

An annual event in Dallas, the Junior One-act Play Tournament is held out-of-doors, using a portable stage.

Suggestions for Promoting HALLOWEEN PARTIES

National Halloween Committee of New York City

ORGANIZATION OF your Community Halloween Party Committee will, of course, depend on your personal methods of working. Whether you prefer it to be made up solely of public officials or wish to enlist public-spirited individuals and organizations is a matter for your judgment.

However, one committee is a MUST for the success of your party. That is a publicity and promotion committee. This committee should have the task of bringing the community Halloween party to public attention. We suggest the committee do this through the following procedure:

1. Call upon the woman's page editors of your local papers, with the story of the event. Suggest that they feature stories with games and recipe ideas for home parties, using your plans as an example. Also submit articles on the importance of planned celebrations to prevent vandalism and brushes with the law.

2. Meet with the program director of your local radio station, providing him with material for women commentators and for special programs of interest to the young people of your community.

3. Visit the city editors of your local papers. Tell them your Halloween party plans to help combat juvenile delinquency. Provide them with copies of any literature or posters you have and, most important, invite them to have a reporter and photographer not only at the party itself, but at your various meetings when making plans for the party.

4. Suggest to local bakers that they feature special window displays of typical Halloween bakery goods, using your posters as background.

5. Suggest to local grocers that they set up Halloween party displays in their stores to show hostesses what they can serve. Here again ask that your posters be used as background.

6. Arrange with local theatres to have posters announcing your party and special Halloween displays in their lobbies.

7. Suggest to promotion directors and managers of local department stores, which may be planning special October windows with a Halloween motif, that they include your posters in their windows. Some stores may be interested in working out similar tie-ups with displays of typical Halloween tables in their furniture, food, or linen departments.

8. Meet with leaders of your community youth centers, asking that your party be announced on their bulletin boards.

9. Keep editors of local high school papers informed of your party, with releases for their papers. Invite the youngsters to form committees to help you make and put up decorations.

10. Invite the merchants of your town to sponsor a Halloween Queen Contest among teen-age girls of the community. The winner would be officially crowned at your Halloween party.

11. Call upon leaders of civic and church groups to join in helping to plan and promote the party. They can also help make it known to the young people whom they serve. Explain to them the civic purpose behind the Halloween party.

GOBLIN NIGHT IN UTAH

Jessie Schofield

HALLOWEEN! The one evening a year to which young and old alike look forward, anticipating fun and frolic, while police chiefs ponder on the vandalism that might be done and hire extra policemen to try to combat it. How to have the first premise, eliminating the second, is a challenge that all recreation departments should have accepted years ago. We in Provo, Utah, according to the police chief, have successfully met it.

Changing attitudes must be dealt with. As one adult put it, "The pranks that are considered delinquency now, we played as good jokes when I was a boy." Or, as was overheard of one vociferous mother, "Here is your wax and soap, but if any get on my windows, I'll whale tar out of you!"

In Provo, we met first with the school principals, presented our problem, and asked for their help. Almost all the schools had some plans for Halloween, so they agreed to stage a special celebration. Each school considered its facilities, personnel and children, and planned an independent festival. The recreation department provided apples and prizes for costumes and games and also assisted with the plans when called upon.

The program varied with each school. The grade schools held an after-school party for the kindergarten through third grade children. They played games, sang, and listened to stories and musical numbers. The fourth through sixth graders had parties in the early evening from six to nine p.m.

One junior high school had a loud sock dance. After their entrance through a chamber of horrors, all the boys and girls had to take off their shoes and spend the rest of the evening—from six to nine p.m.—in their stocking feet! Prizes were awarded for the gayest socks. There was dancing in the gym, games in various rooms, movies in another, and ghost stories—the principal was an excellent storyteller—in still another.

One junior high assigned the Halloween entertainment problem to its student council as a major project, and they devised the following plan.

Each student was given a book with twenty tickets in it, each color admitting the bearer to an activity. All entered the school building through the shop. There the tunnel of horrors (following a rope) led them over springs, past weird noises, terrible odors, and clammy pressures, and out through a door with an electrified knob. What squeals of delight and excitement!

There were nineteen additional activities: dancing to a juke box in the gym, which had been attractively decorated; ping-pong, fish-pond—students had brought cast-off jewelry and the like for prizes, magic writing and, best of all, refreshments—doughnuts and apple cider. These were served in the cooking room, and only a limited number of party-goers were admitted at a time.

The Teen Kanteen was host to the high school students. They held a loud sock dance—with shoes on this time—featuring a regular orchestra and a floor show.

For those above school age, the recreation department asked the assistance of the churches. In each section of the city, parties were held in churches, and the young adults had a wonderful time. These parties also began with the tunnel of horrors, and dancing was the main interest of the evening, although fortune-telling, ducking for apples, and other Halloween games were played.

For all parties, including those at home, a booklet of Halloween games and fun had been prepared, available at cost through the recreation office.

Was the program a success? As one person put it: "One can only be in one place at a time. If the young people are having fun at a party, they can't be in mischief elsewhere." The police chief put it more strongly: "There was *no* vandalism."

It was a cooperative affair—one that will be repeated in the future. This year, there'll be more prizes and refreshments because the Elk's Club wishes to contribute to the program. Planned well in advance, and with each unit responsible for its own party, the entire community was served.

Miss Schofield is Provo's Superintendent of Recreation.

A New Idea by **DAPHNE DARLING STERN**

In many parts of the country, Halloween is a night when children dress up in their weirdest or fanciest costumes and sally forth to commune with spirits and hobgoblins. Formerly, it was the greatest of fiendish pleasures to play naughty, and sometimes costly, tricks on people and their property. In recent years the custom has changed more or less just to "trick and treating," whereby the children ring doorbells and bribe the householder for goodies.

In 1947, however, a plan was conceived to permit the children of Palo Alto, California, to have their fun and yet accomplish an unselfish mission, as well, by giving up their superabundance of treats and collecting notion items for Europe's needy instead. It was called the Halloween Treasure Hunt. As usual, the youngsters donned their costumes and roamed the dark streets ringing doorbells, but instead of asking for treats for themselves, they asked for as many of the following items as the householder had on hand for the occasion: buttons, needles and pins in their paper wrappers, thread, snaps, shoelaces, elastic and thimbles.

These items were then stowed away in the Treasure Hunters' specially prepared bags and off they went to the next house, and so on. The following morning these "bags of loot" were collected in a central place where they were subsequently sorted, packed and shipped to the American Friends Service Committee, who distributed them in Europe and in Asia at their work centers.

The plan was sponsored by the Palo Alto Board of Education, the Parent-Teacher groups and civic and church organizations throughout the city. Newspapers provided an enthusiastic stream of news items and editorials, and announcements were made over the local radio stations. Stores carried ads, displays and offered "specials" on the desired articles. Although it was impossible to calculate the exact number of children who took part, we do know that 1,400 pounds of these special articles were collected.

In the schools several devices were employed to intrigue the children's interest in this variation of Halloween. For one, all the would-be friendly imps received sheets that carried instructions for the fun. The instructions were in verse, and on the sheets were cut-out jack-o'-lanterns which the children colored and put on each door after receiving gifts (so no householder would be solicited twice). Secondly, the idea was "talked-up" at school and home. Third, special stories were written by a child's story author, Catherine Urban, which were read and dramatized by the children at school. Fourth, Official Halloween Treasure Hunt Bags were printed and distributed along with other literature.

The financing for this project was divided among various organizations. For example, one group paid for the paper for the mimeographed notices that were sent to the parents through the schools; another for the printing of the bags. Others contributed funds for shipping costs. Palo Alto townsfolk, parents, educators and police expressed interest in the success of this campaign and were pleased with the results for several reasons:

1. It gave the whole community a philanthropic objective which spread an aura of goodness and happy smiles around the little "goblins."
2. The children's stomachs were in far better shape the next day!
3. The mischief incidence was greatly reduced.

As another Halloween approaches, it is hoped that many communities will adopt this idea, or even a variation, because the need for these articles is as acute or even more so in certain areas despite governmental or other agency aid. If your school and community decide to undertake this fine project this year, write to the American Friends Service Committee, 1830 Sutter Street, San Francisco 15, California. A copy of the verse instructions and the special stories used in Palo Alto's program is available on request.

(Last year mischief also stepped aside for mercy in Mentor, Ohio. Children collected loot for a needy Finnish community.—Ed.)

Reprinted from *California Parent-Teacher.*

• BEHIND the many organizations concerned with the welfare of children lies one common tenet: any person who assumes responsibility for the care of a child automatically assumes responsibility to care for him completely. That means he must be cared for physically, mentally, spiritually, and emotionally. The hospital readily accepts this philosophy and gives consideration to a sick child's physical needs. Recent legislation, and the presence of teachers in the hospital, are evidence of an attempt to meet the sick child's mental needs. While responsibility for meeting a child's spiritual needs is vested in his family and in his church, the hospital makes provision for the ministration of religious ritual, and cooperates with church and family in this matter. However, when one asks how the hospital meets the emotional needs of its young patients, the answer is not so clearly defined.

Who Meets the Child's Emotional Needs?

Representative hospital personnel, chosen at random from various hospitals, were asked, "What plan has the hospital to provide care for a child's emotional needs?" Their responses provide food for thought.

Hospital administrator: "We have our neuropsychiatric division and neuropsychiatric specialists on the staff who care for that end of it."

Psychiatrist: "We see only behavior problems and others presenting definite deviation from normal, and we treat them according to their diagnosis."

Pediatrician: "Well, of course, that's not my field. If I think that there is something wrong, I refer them to the psychiatric service for study. The others? Oh, when they are just nervously upset, the nurse is the best one to comfort them, just as their mother does at home."

Head nurse: "Frankly, I have too much desk work to do to get down to individual cases. The students are taught to give them something to do. There's always plenty of people around, and they soon get over it."

Student nurse: "Well, if they cry, I try to stop them. Of course, I try to explain that what is being done is for their own good and that they'll be better soon. But honestly, I'm usually too busy to fool with them much. The occupational therapist is supposed to keep them quiet at this time of day."

Occupational therapist: "The occupational therapist can do a lot because she is the only person who neither hurts the child nor forces him to do something he doesn't want to do. We are on the ward one-and-a-half to two hours daily except Saturday and Sunday, but we can't go to a child if the school teacher is there. He must do his school work, so she gets the preference."

Teacher: "The law provides that a sick child may have up to three hours of teaching per week. Obviously, with my load, I can't give any extra time to a child, but when I find one who is upset, I give him some work to do which I know he likes and which I am reasonably sure he can master. Sometimes I just give him a pencil and paper and let him draw."

From these answers, it would seem that very

little real consideration is given to the matter of emotional care for the hospitalized child, and that equally little is being done to preserve his emotional health. The answers to our question, as well as the paucity of reporter research and other published material in the field, seems to indicate a need for wide study and active organization toward more complete care for the child.

The same question was reworded and put to the other two people most intimately concerned—the mother and the child.

A mother was asked, "What do you do for your child when he gets emotionally upset?"

Mother: "I let him know I love him and send him outdoors to play; or else I let him help me clean up the house. He loves to beat the rug by the door when he's mad."

Because a child does not always use language to express his feelings, it was felt that a wider sampling would be more representative. Therefore, the question was asked of ten children between the ages of five and eleven and one-half years.

The children were asked, "What do you do when things don't go right?" Their replies follow:

Children: "I cry and scream." "I get mad and cuss." "I throw my shoes and my toys." "I beat up the other kids." "I spank my dolly and then I put her to bed." "Cry, I guess." "I frow ever'-thing out th' window." "Nuthin', I just sit and cool off." "I tell Mama on it." "I go outside and

Miss Davidson (Broadlawns Polk County, Des Moines; B.S., Boston University) is a teaching-fellow, Boston University School of Nursing, Division of Pediatrics.

kick the dirt." (This was the child of the mother questioned.)

The children's answers indicate their need to express dissatisfactions in a physical manner, and they all tend toward the aggressive pattern. If this is a sample of the way a child behaves at home under emotional stress, what does he substitute in the hospital where tensions are increased and physical activity is decreased?

Has the Hospital a Special Obligation?

During this investigation, the inquirer was asked four different times, "Just why does the hospital have a special obligation to provide for the emotional care of its patients? Everyone is upset when he has to go to the hospital."

E. RITA DAVIDSON, R.N.

for the Hospitalized Child

That is just the reason! Admission to the hospital imposes and increases tensions and resentments in the child and he has not received full and adequate care until they have been legitimately dissipated. While it recognizes that a youngster's greatest security is in his home and family ties, the hospital suddenly separates him from both. He is placed in a strange bed, in a strange room, surrounded by strange people, and submitted to strange and often painful treatments. He neither understands nor feels equal to seeking the reason, even if he is able to do so. His whole being rebels; and yet, when he feels least like giving it, the utmost cooperation is expected of him. Such conflict results in an unhappy hospital experience which may or may not have a permanently traumatizing effect upon his personality.

Today there is an increasing awareness of the important role of attitudes and emotions and their contributions to the life and well-being of every individual. Consequently, one would expect to find in every hospital which provides care for children an active program aimed toward helping the child to make a better adjustment in the hospital and to lessen the possibility of permanent emotional trauma as a sequel to physical illness.

Understanding the Child's Emotional Needs

In the field of child care, where the recipient cannot verbally express his needs, the introduction of any program imposes a specific obligation upon those who plan and those who execute it, if their efforts are to be helpful to the patient. They must comprehend the needs in each individual situation and be aware of all the possible effects of any proposed plan. "A child in illness and convalescence is experiencing the same emotions as in health, and on occasion may be happy, worried, optimistic, depressed, fearful, anxious, hopeful, resentful, and so on." [1]

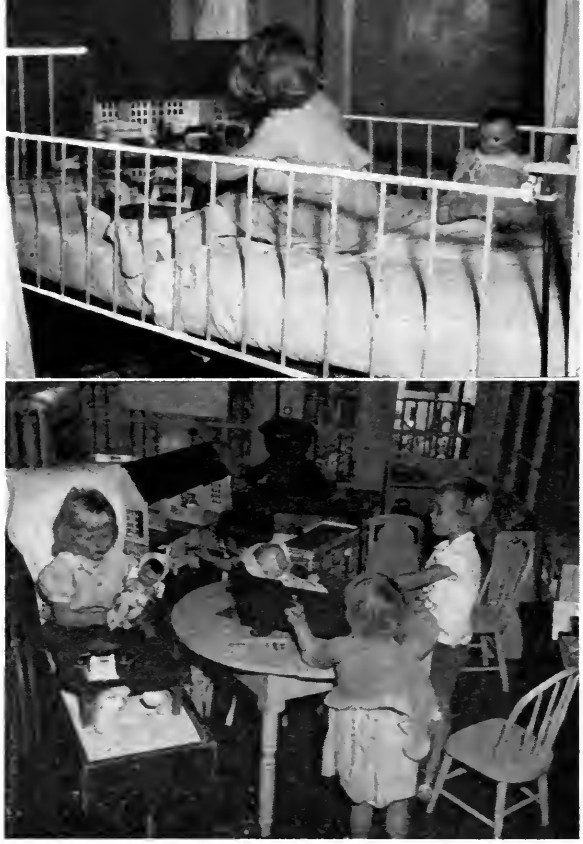
By the age of two years, children have the ability to develop all the defenses known to adults; they have a remarkable capacity for suppressing feelings and not showing anxiety. When separated from home and family, the child often fears a permanent loss of love and loss of mother. Such feelings are very intense, and although he tries to suppress them, they are finally exhibited in an explosive manner. This explains why a child who has appeared to be well-adjusted in the hospital cries as soon as he sees his mother on visiting day.

In this connection, it is well to remember that although the child is the patient, we who care for him are dealing with a mother-child relationship and every conflict arises within it. Therefore, while the youngster finds relief in his tears, a tension is created in his mother which, in turn, is communicated back to the child through his mother's concern for his happiness, and he is left with a new feeling of uneasiness and emotional stress.

When a child has been under emotional strain or physical trauma, no matter what the origin, he expresses it in his total behavior, often in the form of wetting, soiling, and baby ways. Thus he reverts to the age when he knew happiness, safety, and security. Security means, "I know where I belong, where I am wanted and loved." It is personal and individual. Moreover, it is wrapped up in a constant reassurance of unchanging affection, consistent discipline, and a sense of peace and permanence, communicated on a physical rather than an intellectual level.

The reason for a child's insecurity in the hos-

[1] Senn, Milton, J. E.: Emotional Aspects of Convalescent Care for Children, *The Child*, Vol. 10, p. 24 (Aug.) 1945.



Above: Play can be effective even where limited. Below: Playroom affords chance to learn group play.

pital is very clear, because these assurances are not duplicated outside of home and family life. The average adult can usually lessen the severity of his emotional pain by telling others what he has suffered, but a child's vocabulary and methods of self-expression are not fully developed, and he cannot find relief in words. He does not know how to lean on others—friends, nurses, and the like. His one medium of expression which is self-satisfactory is his play life.

The adult considers play an elective activity, as opposed to the compulsory activity he calls work; but the child makes no such distinction. For the child, play is a serious business, a response to the deep emotional urges which form the basic origins of behavior; this normal activity of childhood, therefore, is a most meaningful form of self-expression. This fact has made play a very powerful tool for understanding and learning about children.

We have discovered also that through play, the child learns about his world and about his immediate environment; he learns how to adjust to his fellow men; he comprehends the nature of his problems and resolves them in play; and, at the same time, he dissipates tensions and finds relaxation.

This article is based on a study conducted at Boston University during the academic year 1947-1948. Reprinted by permission of *The American Journal of Nursing*, from March, 1949.

The Tools of Play

Clara Lambert says, "Since one of the purposes of play is to make a bridge between the child's conscious thoughts and his inner emotions, the tools by which he accomplishes this require special consideration." [2]

The tools of play fall into four categories: language, muscular activity, imaginative projection, and props. Language can be a source of great enjoyment and wonder. It lends itself to variation and repetition to create new patterns, such as humpety, bumpety, lumpety, mumpety. The musical rhythm and nonsense of nursery rhymes afford pleasure in words for their own sake. The young child makes up sounds or "words" to fit his play such as, "choo, choo, choo," "boom, bang," and the like. Later on he uses words to tell fanciful stories, and, immediately, misunderstanding adults label them lies or falsehoods and inhibit the child by their disapproval. Thereafter, language is quickly limited as an agent of self-expression and play, and becomes, instead, the medium for delivering content and factual information of the mind.

Muscular activity and movement are used in all forms of play. The little girl with her dolls and the little boy with his trains animate their play through their own muscular activity. When a child seems to be molding a piece of clay aimlessly, or when he pounds it to nothingness, he is using muscular energy to provide a healthy release for his inner feelings. When he draws or paints, his muscular activity serves him as well as if he were running, jumping, or shouting on the playground.

Imaginative projection can be healthy or the reverse. Pure imagination, such as identifying with a fairy or the hero of a story, is often found; but more often it is combined with the use of props, and, in this realm, deep and lasting significance is realized. Many studies have shown that the child recreates symbolically whatever has made a deep impression upon him in actual life, whether pleasant or unpleasant. To an adult, he appears to be playing; to himself, he is solving his difficulties.

"Prop" is a term applied to the physical materials which lend themselves to creative play, in contrast to toys, which do not. To qualify in this category, material must be usable in a variety of ways. The mechanical doll which the child winds up, watches dance until it runs down, and then winds up again, is an example of a toy. It does not lend itself to a variety of usage. The basic props include blocks, paints, crayons, and blank paper known as newsprint; chalks which can be

[2] Lambert, Clara: *Play, A Yardstick of Growth*, New York, Play Schools Association, 1938, p. 27.

used on paper or blackboard; clay and its substitutes, which can be built up and broken down, pounded, hammered, and pinched; dolls and puppets.

Whatever his feelings, fears, tensions, resentments or joys, the child expresses them violently, and clay is the one prop most adaptable to his mood. He reduces his problem to a size which he can master, and then expresses his feeling toward it. Obviously, the child does not set out to achieve this mastery when he starts to play. Most likely, he has no idea or plan; he just plays, more or less aimlessly, and lets the whole situation evolve. Thus, the significance of free access to play materials, with time and opportunity to use them when the inclination arises, will be readily apparent.

Of the four categories of play tools, the adult is responsible for supplying only one—the prop. Language, motion, and imagination are supplied by the child himself as he plays. Moreover, the adult is just another prop in the play picture. He can represent an ogre, a witch, a fairy godmother, or My Man Friday. He is never the hero or heroine; that role is reserved for the child.

Report of Study of Play Experiences

A statistical study[3] of the play experience of twenty-nine children reveals several points worthy of consideration. Like the hospital in which the study was made, other institutions will be questioning the effectiveness of their own play program and methods of evaluating and improving it. The findings can be formulated into a list of criteria which provide the yardstick for measuring a play program and also suggest adjustments.

The study indicates that not all play will provide emotional release, even though carefully planned. To be effective as a means of emotional adjustment, the play program must be formulated with the child's need as the central objective; it must be so developed as to afford him a maximum of creative opportunity; and it must be so organized, that it is available to the child at the time when he feels the need of it. The concept of play, as an integral part of good nursing care, is entirely compatible with these principles.

The study also shows that any play program is dependent upon the adequacy of the nursing staff. Shortage in nursing personnel is only one phase of staff inadequacy; proper balance of experience and maturity is equally important. In fact, a staff of rare maturity is essential in certain situations.

Qualifications commensurate with the position held are essential to good organization, and the hospital is no exception. Related to the play program, this means that each person caring for a child is responsible for him as a whole person and should be adequately prepared to give whatever attention he needs. The nurse should be able to provide adequate play experience for the child when he needs it and when he is at liberty to enjoy it. However, just as the nurse needs a knowledge of play skills and technics, so the play director needs a knowledge of the basic principles of child care in order to guide the student nurses and other workers whom she directs.

A play program can provide the student nurse with a great deal of learning experience and understanding of human beings when she is allowed to participate actively. Play is such a basic part of

children that it seems almost impossible to teach good pediatrics without it. Because it is so basic to him, the child should have free access to any form of play which is not prohibited by his illness.

Essentials of a Hospital Play Program

The following requirements are suggested as essentials for an effective play program for the hospitalized child:

1. A nursing staff adequate for the patient load.

2. A director of the play program who is prepared and qualified in child guidance and play technics.

3. Recognition of the play program as an essential part of the student nurse's total pediatric experience.

4. A flexible program planned to permit children to benefit from it whenever they are free to do so.

[3] Davidson, E. Rita: *A Study of Play for the Hospitalized Child*, 1948. Unpublished.

World at Play

Strike three!

Lots to Do—In the heart of the most congested residential section of Port Chester, New York, there is to be found a haven for young people of the community—the Don Bosco Center—which is also the home of many clubs and community organizations. Founded twenty-four years ago by the Holy Rosary Church, the aim of the center is to develop the moral, spiritual and physical qualities of youth according to the principles laid down by St. John Bosco many years ago.

Always brimming with activity, the center's program is in the hands of competent staff members. Boys and girls may learn printing in the complete print shop, make household furniture or toys in the well-equipped woodworking shop, read for relaxation or do their homework in the library, attend meetings or programs in the large lecture room, or take part in the editing and publishing of the center newspaper. For the more athletically inclined there are many facilities, including a gymnasium, and a competitive sports program is conducted. Table games are enjoyed in the recreation room.

•

No Age Limit—Every Tuesday afternoon, rain or shine, members of the Retired Men's Club of Teaneck, New Jersey, gather in the Teaneck Town House to sing old songs, play checkers, dominoes, bridge or pinochle, and enjoy an entertainment program and refreshments. Sometimes they meet in the park to play croquet or pitch horseshoes; sometimes they go in cars to a broadcast in New York City; sometimes they go to church in a body. The group's twenty-eight members range in age from sixty to eighty-six.

Sponsored by the Teaneck Department of Recreation, the club is a part of the township's program to provide recreation for citizens of all ages. A similar club for older women meets on Thursday afternoons.

•

School Program—Recreation provides a vital part of everyday living in the California Youth Authority's Los Guilucos School for Girls, located between Sonoma and Santa Rosa in the Valley of the Moon. With individual as well as group activities planned, the recreation program features weekly motion pictures, monthly birthday parties, dances, swimming, baseball, group games, picnics, amateur hours, library reading, radio listening, handcraft and table games.

Members of the Los Guilucos Girls' Glee Club and Folk Dancing Club are invited to participate in programs carried on by various service clubs, lodges, women's clubs, churches, hospitals, and Armstrong Grove on the Russian River. The sociability found in these recreation activities aids in the girls' adjustment to social relationships.

•

Planning Their Own—Angered by reports of unsanitary conditions in their section of New York City, students of the James Otis Junior High School in Harlem investigated for themselves. They found that the garbage accumulation in vacant lots was even worse than the newspapers' description of the condition.

One lot was in particularly bad shape. However, the owner was glad to cooperate in a clean-up campaign. After the refuse was gathered and collected, he was so impressed with the new appearance of his property he offered to permit the children to use it for whatever purpose they wished.

The youngsters held a meeting and decided that they wanted a playground with sprinkler installations during the summer and basketball facilities for the fall. The Borough President's office consented to pave the lot; the Police Athletic League offered to donate large, circular sprinklers; then a local plumber volunteered to install the equipment at no charge. Now the project is under way—and when it's finished the children of that neighborhood will have some place to play instead of wading in the gutter under the spray of illegally opened fire hydrants.

•

Bonfire Parties—An old-fashioned Halloween was observed in Syracuse last year, with huge bonfire parties at outdoor play areas. Gathering at four city parks, the young folks paraded in costume and competed for prizes; the in-betweeners round and square danced to recorded music; and the older folks exchanged stories of previous Halloween's. Everyone took part in the ceremonial lighting of the bonfire, and the snake dance.

A troupe of traveling entertainers, including a barbershop quartet and a musical ensemble, made the round of all the parties. The whole program was a cooperative one—neighbors helped generously; the park department provided bonfire pyramids; the fire department furnished mobile lighting and a siren; and the police were on hand to control traffic.

Ernest Ten Eyck Attwell

Ernest Ten Eyck Attwell, of the National Recreation Association, died on August 5, while en route from a service assignment at Syracuse to his home in Montclair, New Jersey, to start his summer vacation. Mr. Attwell, affectionately known as "E.T." to countless friends and fellow workers all over the country, was born in New York City seventy years ago. His mother was a leader in social and charitable affairs. His father was rector of St. Philip's Protestant Episcopal Church in New York City, one of the largest and oldest churches in Harlem.

Following his early education in New York City and Brooklyn, Ernest Attwell spent about eight years working in the office of the Southern Pacific Railroad Company, where he acquired the insight into business methods and management which was to prove valuable to him throughout his life. Soon after the turn of the century he was employed by Tuskegee Institute in Alabama. Here, associated closely with Booker T. Washington, not only was his aptitude for business management encouraged, but also his love and knowledge of sports. He was in charge of the business department of the Institute for years. For five of those years he coached football and took a close personal interest in recreation for the people of Tuskegee. During the last twelve years he served as a member of the faculty and of the executive council of the governing body. He was responsible for considerable extension work for the Institute in cooperation with the Alabama State Business League, of which organization he was president for several years.

During World War I Mr. Attwell was pressed into service as assistant to the food administrator for the State of Alabama. His genius for organization soon caught the attention of the Honorable Herbert Hoover, who called him to Washington to work with the U.S. Food Administration on the organization of nation-wide work among colored people in the wartime conservation of food. By this time, Mr. Attwell's qualities of understanding and statesmanship in the field of interracial well-being had been noted by the National Recreation Association, and at the urgent request of the Association he joined its national staff in March, 1919.

His early assignments included difficult recreation organization problems in behalf of colored citizens in Philadelphia, Harrisburg, Montgomery, Mobile, and other cities of importance. In July 1920, he became Field Director of the Association's Bureau of Colored Work, a title he held for the rest of his life. When President Coolidge called his famous National Conference on Outdoor Recreation, Mr. Attwell was invited as a delegate. From the 150 organizations represented, sixty delegates were selected as the Executive Council of the Conference. Mr. Attwell was selected to serve on this Council. Later, he also served as a member of President Hoover's Conference on Child Health and Protection.

A list of the cities visited by Mr. Attwell in capacity of Field Director would be reminiscent of the Atlas itself, for he answered many calls for help from large and small communities in every part of the country. He was called upon to make studies of many kinds. Some had to do with individual recreation centers, some with a particular ward or neighborhood of a community, others with the whole basic problem of recreation in the community as a whole, in relation to the colored citizens of that community. His advice and counsel were eagerly sought by municipal officials and lay civic leaders, both white and colored, struggling with one or more facets of the complex problem of recreation for the colored citizens—organization, special legislation, finance campaigns, building plans, training and personnel problems, public relations or the content of the recreation program.

The main objective of Mr. Attwell's work has been, with the help of the Association's staff, to make recreation opportunities, facilities and leadership available to colored citizens, and to encourage greater participation on their part. His rare gifts of diplomacy and tolerant understanding were acknowledged and sought after by all who worked with him. A statesman, and human to the core, he

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loved people, and he was at home and at ease with groups of people at any level, in social, business, religious or governmental circles. Sometimes, with controversial issues being discussed, a certain tension would develop. At such times the gentle and altogether delightful humor of the man would be called into play, resulting in hearty laughter around the circle and the complete dissipation of the tension.

Mr. Attwell's voice has been a guiding and leading voice in the important task of interpreting, to white and colored citizens everywhere, the need for recreation opportunities for minority groups. In speaking of his work recently, he said, "In visiting communities which have approached the recreation frontier in tolerant and considerate spirit, I find not so much a difference in the technical direction of wholesome recreation activities for colored people, as a difference in the problems to be faced in promoting available facilities and leadership. That these problems have been recognized and in many ways adjusted is indicated in the unusual growth of the available centers and playgrounds for colored groups in every section of the United States."

Five years ago a number of recreation workers who had received valuable help from Ernest Attwell over a long period of years created the Attwell Silver Anniversary Committee and, under its auspices, arranged a dinner meeting in Columbus, Ohio, to honor his completion of twenty-five years of service in the public recreation movement. Many appropriate and well-deserved tributes were paid to "E.T." that evening. Acknowledging this happy occasion, the late Howard Braucher, then president of the National Recreation Association, sent the following message to the Committee: "Today a great many cities throughout America have more and better opportunities for the playlife of children and for the recreation of youth and adults because of Mr. Attwell's devoted leadership and personal work. There is much satisfaction for him and for all of you who continue to work together in increasing numbers to this end. The Association is grateful that the recreation leaders in so many communities have thus reaffirmed their devotion to him and to the national recreation movement."

The personal recreations and hobbies of Mr. Attwell were simple in character but gave him great satisfaction. Of his family, consisting of his wife, a married daughter and a son, he was tremendously and rightfully proud. His home was a haven of rest and contentment and here the latchstring was always out for the many fine friends who made occasional visits to New York and who would seek out "E.T." at his suburban home.

One hobby which always brought him much pleasure, and pleased his friends as well, was in the field of the culinary arts. From young manhood he had enjoyed cooking as a recreation. He liked to tackle recipes that were not commonplace and he took great joy in producing some especially flavorful dish. There was only one stipulation, which was understood from the start and which helped to keep the hobby fresh and interesting. This was that someone other than "E.T." would be responsible for washing up the inevitable pots and pans!

Few men ever enjoyed a colorful garden in greater measure than Ernest Attwell. He was proud of his well-kept lawn and of the gorgeous annual display of sturdy zinnias in the large circular, stone-bordered flower bed he had cultivated for many years around the graceful birch tree in his backyard.

Part of the tribute given by the Reverend George Plaskett at the simple and beautiful funeral service follows:

"It is our privilege to pay tribute today to one whose life of kindly gentleness and concern for fellow human beings touched and influenced his friends, his country, his age.

"The deep philosophy by which Mr. Attwell lived and worked can best be expressed through his own words:

'The spirit of man maketh alive.

'Mature minds have the hope that man will again hearken and be guided by the eternal truth that the blessing of each obtain when and where Good Will prevails.

'A great opportunity was lost by the Innkeeper who pretended to have no room that night-before-Christmas. Let us pray that we may all find room for the needed moral and spiritual stamina without which continuing peace may pass our gates.' "

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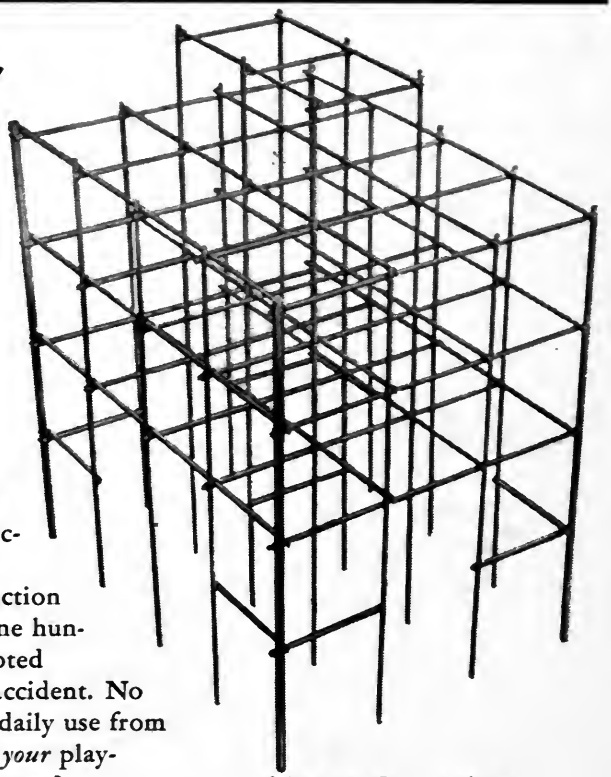

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Appeal to the Volunteer

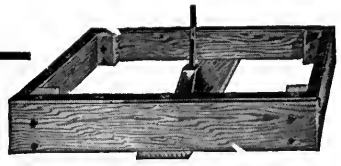
Madeline Dane Ross

At the National Conference of Social Work in Cleveland this June, meetings for volunteers ran the gamut of welfare, health, recreation, and social action, and were under the chairmanship of both professionals and volunteers—according to a report in a current issue of *The Survey*. (Survey Associates). A few titles of papers presented indicate the range of subjects covered: Participation of Lay Groups in Maternity Homes Programs, Lay Board Participation in a Social Service Department (hospitals), Accountability of Boards of Social Agencies, Citizenship Participation in Child Welfare, The Philosophy of Voluntarism.

The impression from these meetings was unmistakable: that the professional social worker needed and wanted the lay citizen for volunteering and using his thought as well as effort for human progress; the old attitude of "You don't know enough for this, let a professional handle it," seemed to have vanished. There was no service apparent where the volunteer was not welcome, and much was said to make him feel that he must assume an active rather than a passive or apathetic role.

It was also apparent that the volunteer has come into his own, as far as recognition is concerned. He has earned the respect of the professional and is learning to appraise and respect himself realistically. He wants training, he wants to know. Although volunteering as an avocation really was established some time ago, a more general and positive feeling has pervaded since the war about the volunteer's intelligence, dedication, and the worth of his work. In their need for each other, volunteers and professionals have achieved a mutual regard from working together. There is increasing understanding of the role of each. Mrs. Sumner Spalding, a volunteer from Los Angeles, said, "When the methods for the attainment of a goal in a large community make for controversy, the professional staff should step in and use its skill for enlightenment and cooperation."

There were immediate indications of professional and citizen collaboration—of the citizen seeing the importance of his part and reexamining himself and his assets for volunteer service. Eduard C. Lindeman of the New York School of Social Work reported at a large and stimulating meeting



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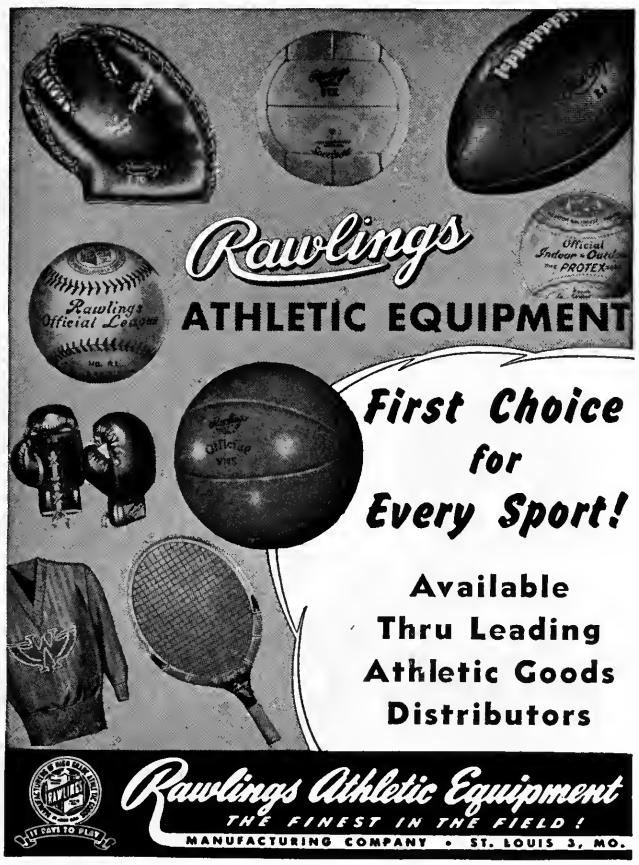
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the results of a survey of motivations of volunteers. This was a study begun initially at the 1948 Vassar Summer Institute and reported by Clarice Pennock and Marion Robinson in the September, 1948, *Survey Mid-monthly*. Since then it has grown to include volunteers from fifteen scattered cities. Although the study was, of necessity, limited to a segment of volunteer types, it shows clearly that volunteers are seriously appraising their motives and the worth of their work.

Dr. Lindeman described volunteering as an American phenomenon of working without pay for the health, education, recreation, and welfare services of our country. He estimated that if we included all lay members of local school and agency boards as well as those who came in through their churches, we could count about 30,000,000 volunteers. "If volunteering is so important," he said, "we should do it better. Professionals seem to go to professional meetings, but volunteers don't seem to go to their community meetings." Although the motivations' study merely scratches the surface of an enormous group and potentiality, it is a sound and serious beginning for understanding the volunteer—helping him to understand himself, his composition and aims.

The volunteer social worker at the Conference was confronted repeatedly by such challenges as the urgency of the times, the obligation to participate, the obligation to train for volunteering, the knowledge that he belongs and is wanted, and the realization that he has to know what he is doing.

At one meeting a lay member said that when she decided to volunteer, she did not know where to go. In ensuing discussions of where and how, mention was made of over seventy Volunteer Bureaus functioning throughout the country as part of the over-all planning for social welfare. These bureaus find out what volunteer services are needed in the community, recruit and train volunteers, and cooperate with other agencies. The potential volunteer also can get in touch with his community council or council of social agencies, or write to national agencies, national church groups, individual national health and welfare agencies, and so on.

The emphasis of this report was on the volunteer and what he gained directly from the Conference. There were many meetings for professionals at which the subject of volunteers and their place in the human welfare program was discussed.

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College Association Formed

Garrett G. Eppley

ORGANIZATION OF THE College Recreation Association was recently completed, following action taken during the National Recreation Congress in Omaha, Nebraska, last fall. The college association is planned to include all recreation personnel affiliated with colleges and universities in the United States and Canada.

Annual meetings of the association will be held in conjunction with the National Recreation Congress, the next being scheduled for September 11, in New Orleans. Officers and committee chairmen will serve until the annual meeting in 1950.

Officers are: President, Garrett G. Eppley, Chairman, Department of Recreation, Indiana University; vice-president, Fred M. Coombs, in charge of recreation curriculum, Pennsylvania State College; secretary-treasurer, Miss Priscilla Rabethge, Recreation Specialist, University of New Hampshire.

Committee chairmen and co-chairmen include: Constitution—chairman, Jackson Anderson, Purdue University, co-chairman, Miss Helen G. Smith, Washington State College; Affiliations—chairman, Henry O. Dresser, Louisiana State University, co-chairman, Israel C. Heaton, Utah State Agricultural College; Research—chairman, Milton A. Gabrielsen, New York University, co-chairman, Harry D. Edgren, George Williams College; Graduate Curriculum—chairman, G. B. Fitzgerald, University of Minnesota, co-chairman, John Hutchinson, Teachers College, Columbia University; Undergraduate Curriculum—chairman, Charles Weckwerth, Springfield College, co-chairman, Marvin Rife, University of Wisconsin; Field Service—chairman, Harold D. Meyer, North Carolina University, co-chairman, E. H. Regnier, University of Illinois; Campus Recreation—chairman, Miss June Breck, University of California, Los Angeles, co-chairman, Miss June Brasted, Mills College; Camping—chairman, Richard E. Stultz, Syracuse University, co-chairman, Charles B. Cranford, San Francisco State College; Student Associations—chairman, John Scherlacher, West Virginia, co-chairman, James H. Boswell, University of Florida.

The College Recreation Association is affiliated with the American Recreation Society. Its main function will be to improve the work of all persons employed by colleges and universities to perform a recreation function.

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Magazines and Pamphlets

Come Over to My House, prepared by Emily P. Wilson; **Stepping Out,** prepared by Martha H. Clarke. Girls' Friendly Society, 386 Fourth Avenue, New York. Former, $.35; latter, $.30.

A Pennsylvania Recreation Manual, 1949. State Planning Board, Department of Commerce, Harrisburg, Pennsylvania.

Park Maintenance, July 1949
Try a Festival, Collis L. Jordan.
Crabgrass, Its Chemical Control in Turf, J. A. DeFrance.
Pointers for Efficient Spray Painting, Frank V. Faulhaber.

Highroad, August 1949
Fun and Fellowship from Many Lands, Rose Wright.

Parks and Recreation, July 1949
South Florida Goes South Pacific, Collis L. Jordan.
Park and Recreation Week Activity—A Resume, Fred G. Heuchling.
The Interpretation of Nature, D. Robert Hakala.
Detroit's Recreation Program, J. J. Considine.
Designs for Public Playground Clubhouse Buildings, William Frederickson, Jr.
Maintenance Mart.

The Survey, July 1949
Baltimore Cleans Its Slums, Karl Detzer.
National Conference of Social Work.

Architectural Record, July 1949
Building Types Study Number 151—Building for Athletics and Recreation.
Editorial Direction of Frank G. Lopez.

Nation's Schools, August 1949
Community Centers in Atlanta, Roy W. Davis.

Beach and Pool, July 1949
Why Learn How to Swim? Carroll L. Bryant.
Basic Principles of Design, Construction, Maintenance of the YMCA Pool, Part III, John W. Ogg.
Pool Design, Construction, Operation.
Practical Pointers in Swimming Pool Filtration, Chauncey A. Hyatt.

Playtown, U.S.A. The Atlantic Institute, 209 South State Street, Chicago 4, Illinois.

Parks and Recreation in Canada, Convention Issue, 1949
Professional Leadership Training in Canada for Reereational Directors, Charles A. Barbour.
Parks Maintenance Equipment, H. A. Dorrance.
Economy in Park Maintenance, Edward I. Wood.

American Youth Hostels Handbook, 1949. American Youth Hostels, Incorporated, 6 East 39 Street, New York 16. $.50.

Architectural Record, August 1949
Reinforced Concrete Stadium, First Unit of Rio's New Sports Center.

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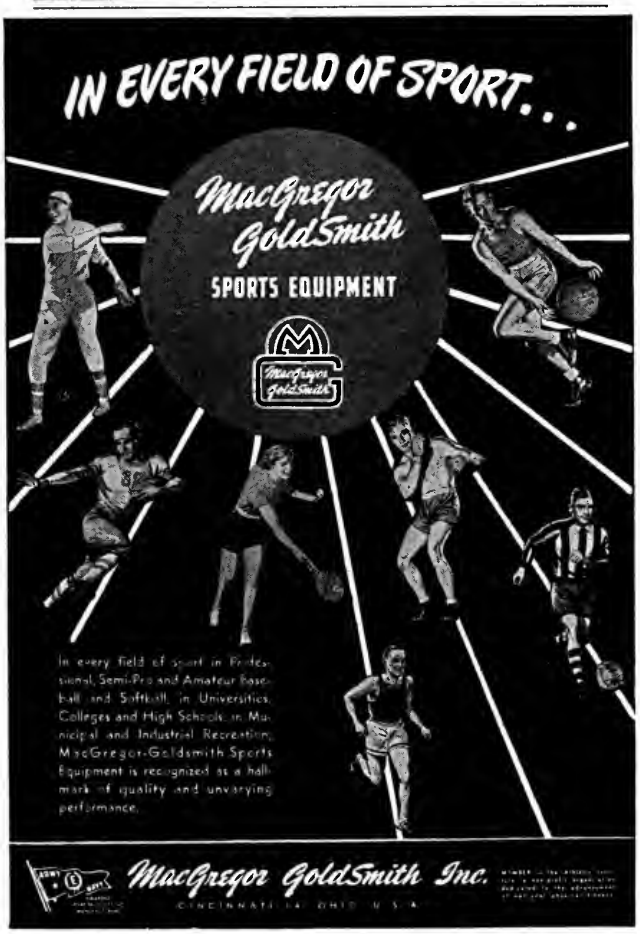
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Living Through the Older Years

Edited by Clark Tibbitts. University of Michigan Press, Ann Arbor. $2.00.

THIS IS A collection of addresses given at one of the first comprehensive conferences on the problems and adjustments of later maturity and old age—the Charles A. Fisher Memorial Institute. The Conference was addressed to two groups of people: (1) professional workers, such as adult education leaders, welfare workers, ministers, recreation workers, counselors, and public health nurses; and (2) middle-aged and older people alert enough to know that they can enjoy the later years if they understand themselves and the aging process and make suitable preparation.

The book should be valuable not only to leaders, therefore, but to those in vigorous middle years who want to look ahead, or to older persons who need help in understanding and solving their own personal problems.

Handbook of Y.M.C.A. Camp Administration

Edited by John A. Ledlie and Ralph D. Roehm. Association Press, New York. $4.50.

THIS, THE *official* handbook of the Y.M.C.A., as a practical manual for camp directors and supervisors, presents the best that has been learned about administration in Y.M.C.A. camps. Its preparation was authorized in 1947 (by the seventh North American Assembly of Y.M.C.A. Workers with Boys), and the Camping Commission of the Association of Boys' Work Secretaries proceeded with the task. Its pages put the experience of hundreds of camp directors at the disposal of administrators and other camp leaders.

Film Booklets

Film Council of America, 6 West Ontario Street, Chicago 10, Illinois.

RELEASE OF THE final four "how-to-do-it" booklets by the Film Council of America completes a plan promoting the more effective use of films by community groups. Each of the eight booklets in the series answers questions most frequently asked by local film councils.

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Recreation Training Institutes

September and October, 1949

HELEN DAUNCEY Social Recreation	Bastrop, Louisiana September 26-30	W. C. Hohmann, Secretary and Treasurer, Bastrop Recreation Committee, Bastrop High School.
	Lake Charles, Louisiana October 3-7	O. D. Johnson, Superintendent of Recreation, City Hall.
	Baton Rouge, Louisiana October 10-14	R. M. Hileman, Superintendent, Recreation and Park Commission, 115 St. Louis Street.
	Evansville, Indiana October 24-28	S. J. Medlicott, General Secretary, Y.M.C.A., Fifth and Vine Streets.
	Montpelier, Vermont October 31-November 11	Mrs. A. O. Brungardt, Vermont Director of Recreation, State House.
RUTH EHLERS Social Recreation	Chambersburg, Pennsylvania September 19-21	Howard F. James, Recreation Director, 100 South Second Street.
MARY BREEN LAWSON Social Recreation	Kingston, New York September 26-28	Mrs. Mortimer B. Downer, Junior League of Kingston, Incorporated, 55 Fair Street.
ANNE LIVINGSTON Social Recreation	Griffin, Georgia September 5-9	Senator Albert G. Swint, Orchard Hill, Georgia.
	Clovis, New Mexico September 26-30	Miss Martha S. Smith, Housing Authority of the City of Clovis.
	Dallas, Texas October 3-7	W. H. Keeling, Superintendent of Recreation, Dallas, Texas.
	Austin, Texas October 10-14	Beverly S. Sheffield, Director, Austin Recreation Department.
	Houston, Texas October 17-31	Arnold R. Moser, Superintendent of Recreation, 501 City Hall.
	Morgan City, Louisiana October 24-28	George Buckley, Superintendent of Recreation, City Hall.
	Texarkana, U.S.A. October 31-November 4	Alba J. Etie, Jr., Superintendent of Parks and Recreation, Municipal Building.
FRANK STAPLES Arts and Crafts	Arlington, Virginia October 10-21	Mrs. Ruth V. Phillips, Department of Recreation, Arlington County, 3700 Lee Highway.
	Kansas City, Missouri October 24-November 4	Mrs. Verna Rensvold, Superintendent of Public Recreation, City Hall.
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on the Cover → Tackled! What a blow to the team and to the fans on the sidelines who were rooting for that winning touchdown. Photograph by Ewing Galloway, New York City.

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Recreation

OCTOBER 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

Wealth of the Nations in Recreation Living

When Adam Smith wrote at length on the wealth of the nations, he referred to the necessity of building up the physical resources of the nations of the world so that there may be adequate standards of nutrition, shelter, clothing. There is no question, of course, of the need for such endeavor. This necessity, however, is only part of the picture. Savages in the wilderness are unwilling to go on fishing and hunting and piling up material goods that are doomed to spoil when they know that they can make no possible use of these goods. The savages turn then to the painting of their canoes and their paddles and to the development of their various art forms. Sometimes savages have been wiser than civilized peoples in their recognition of the value of the daily satisfactions of living.

If we are to think in terms of the piling up of real wealth, we cannot neglect recreation and the arts. We cannot neglect what gives most permanent and enduring satisfaction to the souls of men. Music and sport and art, as well as religion, have been sought by almost all men everywhere. If we wish to pile up enduring wealth, we must provide for such growth of the human spirit throughout the world that the spare moments always shall have possibility of being filled with richly satisfying action or meditation.

It is the task of the recreation movement throughout the world to help build up the accumulated wealth of culture, so that life itself may be recognized to have much greater values, so that life will not be held so cheap.

Howard Braucher.

STARTING RECREATION in

• THE HISTORY of the recreation movement in the small community is following, to a great extent, the pattern of growth of the larger cities a generation ago. A community starts with a summer outdoor program for children and youth, with funds raised from contributions, and with leadership wherever it can be found. Progress to a year-round, varied program with skilled direction varies, but some guides to success are becoming evident. Two small communities in Michigan serve as examples of this growth.

Flushing is a two thousand population village, ten miles from Flint. Prior to the summer of 1948 it had—for some years, at least—no planned recreation program of any kind. A year ago, however, it raised a thousand dollars for summer activities from individuals and civic organizations. The program was so successful that the responsible group was confident of enough support to insure a start on a year-round program this year.

Fremont, somewhat larger—3,100 people—is the business center for a considerable area; is in a farming and resort part of the state. It has had a summer program and a teen-age center under part-time leadership for some years. Last spring the city government and the board of education adopted a joint plan for a comprehensive recreation program, raised a budget of $8,500 and employed a full-time, year-round executive.

The developments in these two small cities came in a similar manner. In both, a civic group—a Community Council in Flushing and a Chamber of Commerce in Fremont—decided that recreation was an immediate community need. They both consulted recreation authorities, including directors of programs in Flint and Grand Rapids, a district representative of the National Recreation Association, and a consultant on recreation from the state university. As a result of suggestions received, a recreation survey committee was appointed in each case, with membership widely representative of civic groups and interests. Facts were gathered by this committee on forms furnished by the recreation consultant. These were supplemented and interpreted by him, and recommendations discussed and adopted. Then the survey was presented at a community meeting, called by the sponsoring group, and mimeographed copies were distributed. An action committee was appointed to put the immediate recommendations into effect.

All this is quite different from what happens in

the SMALL COMMUNITY

many small communities preliminary to a recreation program. Frequently there is a jump into action without any study of local conditions and needs. A civic group gets the idea from a neighboring city, from a visiting speaker or an article in a national publication, votes some funds or conducts a campaign to raise a budget, and announces a program. This occurs about two weeks before school closes and someone from the school staff, or a college boy or girl home for the summer, is employed. With no study or planning, with inexperienced leadership, with a program that apes the larger city, the village has too often jumped from talk into action without careful study and planning. That under such conditions there should have been any results is a tribute to the local need for recreation activities and to the innate resourcefulness of our small communities.

Experience in meeting community needs through cooperative planning and action is becoming more common, and resources for recreational guidance for smaller places are increasing. Indiana, Vermont, California, North Carolina, Minnesota, Illinois, Michigan, Colorado, Georgia, Missouri, Nebraska, New York, Pennsylvania, Tennessee, Virginia, and Washington are among the states which now have field service available to help such developments; in fact, some kind of assistance is available to communities in thirty-five states. This does not include the services which are available to communities in more than forty states through extension workers from the state colleges of agriculture. Also, in many states there are state recreation associations whose members are willing to advise communities establishing a recreation program.

Any program involving public support, whether from tax funds or from subscription, presupposes a more or less vocal and informed group of adherents. An individual may first realize the possibilities of a community-wide recreation program, but until he secures the backing of an existing civic organization or develops a new supporting organization through his own efforts, there is little likelihood of progress. This stage of "talk," or arousing interest in the subject as a whole, should precede the stage of study, or application of general principles to the specific local conditions. The reason for this is that as widely representative a group as possible should be in on the planning. Too many very valuable and authoritative surveys are gathering dust without results because they were made by an individual for a small group and presented to the community on a "take it or leave it" basis. Often it has been left.

On the other hand, a recreation survey involves many people. The listing and description of all possible facilities, public and private, schools, churches and lodges; the programs of all existing school clubs, church clubs, organizations for boys and girls, hobby clubs, athletic groups and social clubs; a questionnaire as to things people are doing or want to do in their leisure time—all this is information of a nature that can be secured by volunteers. Such volunteers have been found in high school civic classes, chamber of commerce committees and parent-teacher associations.

There should also be community-wide participation in the conclusions and recommendations as well as in the securing of facts. A local study committee with a membership representative of every social, racial and economic strata, as well as of public boards and of every civic group, should have an opportunity to discuss and advise on the recommendations, their relative importance and their practicability. Committee members' responsibilities should include their own approval as individuals, and their interpretation for the groups they represent. Such study and recommendations in the small community need not be a time-consuming task. Two or three months should be long enough and the results in understanding and support amply justify the undertaking.

Only after this study is completed does the campaign for action take place. This may well be in the hands of another committee. Some people may be willing and helpful on a study committee who

William G. Robinson

Assistant in community organization, with the University of Michigan Extension Service.

would have no weight in appealing for funds to a governing body or a large contributor—and vice versa. The study should recommend a method of support which will depend on the legal status of recreation, which varies to some extent from state to state. There are enough successful examples of county programs meeting rural and small community demands to warrant a consideration of this plan—Jefferson County, Kentucky, and Bay County, Michigan, are examples. There are examples of township support of recreation. Support from boards of education and village governments is most frequent.

The job of the action or campaign committee is to capitalize on the interest and support aroused during the talk and study stages to secure the necessary facilities and financing. The type of campaign may vary from the mere appearance of a committee before the village council or board of education to a house to house canvas for funds.

The final step in the organization of the recreation program is the employment of leadership. In the size community under consideration this can seldom be full-time, year-round. As a part-time responsibility, it often ties up with the school, and usually someone from the school staff is employed. It is taken for granted, of course, that he is capable of conducting a recreation program. All too often, however, he knows nothing of the activities for children, has no appreciation of the place of crafts, music and nature lore in a program, has had no experience in securing volunteers or in community organization. And, of course, he does not draw the younger children or girls into activities. In such a situation, therefore, and until the teacher-training institutions include such material in their courses, this training will need to be given "on the job." Some states are beginning to conduct state-wide recreation conferences or institutes under the leadership of trained recreation workers.

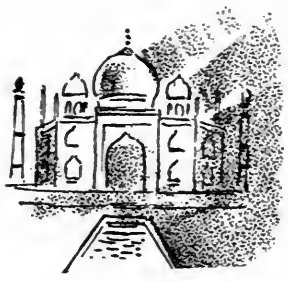
Every effort should be made to have both a man and a woman on the staff, however small the community. Only in this way will both boys and girls and the various age groups be reached.

In general, that recreation program is best rooted and grows most surely which starts with comparatively few activities, is well planned and adapted to the community, determined upon after study and interpretation, and under mature leadership, combining personality and experience. In the small community the start is usually a summer program. But it doesn't stop there. In Fremont, mentioned in the beginning of this article, the summer program has grown to a well-rounded, year-round program. In Flushing a committee is at work planning to extend its successful summer activities to the rest of the year. So the pattern unfolds—talk, study, action; a few activities well done; a gradual development until all ages have recreation opportunities at all times.

The Greatest Sight of All

I've seen the Taj Mahal at night
When moonlight bathed its towers,
I've seen a field whose acres vast
Were blanketed with flowers,
I've seen the finest thoroughbreds
In turfdom's greatest race,
But what is there that can compare
With a youngster's smiling face.

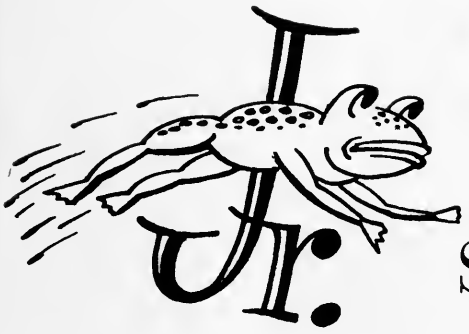
The world may have its vistas grand,
Its sky with shades so rare,
The sort of views that artists skilled
Would reproduce with care,
But who has yet, with mortal hand,
Been able to replace
The precious light that's in the sight
Of a youngster's smiling face.



Now let us all be thankful
For lakes and fields and woods,
Enjoy, protect, and cherish them
As God believes we should,
But we can be most thankful
That He should have the grace
To give to us a greater trust,
A youngster's smiling face.

—Bob Kresge, *Superintendent of Recreation in Butler, Pennsylvania.*

JOE WILSON
and
JOHN LILLY



Jr. SPORTSMEN'S CLUB

• To ROUND out the recreation program in Lodi, California, and to instill in our youngsters an appreciation for game and other people's property, the Lodi Junior Sportsmen's Club was organized. Within a year, the club has grown from the original twenty-two members to over two hundred. The first meeting was held in a small room in the Congregational Church. As our membership increased, we moved first to an elementary school little theatre, and finally to a larger auditorium in the city.

The general aims of the club are to instill in the members good sportsmanship, to help prevent juvenile delinquency, and to teach the boys general safety measures intended to reduce the number of hunting and fishing accidents. More directly, the club aims to provide activity for boys not eligible for competitive sports—including boys who are physically handicapped.

Another aim is to provide leadership during the age in which they need additional active physical outlets. Between ten and fifteen years of age, boys are most likely to get into trouble. Having outgrown childhood games, their active minds are constantly open to new ideas. They also require more of a physical outlet than they do at an older age. The close relationship between the director and the boys makes this latter aim more possible. Closely associated with these aims is the attempt to bring about a friendlier relationship between boys of varying social and racial status.

The membership requirements are very simple. The club is open to all boys between the ages of ten and fifteen. It was necessary to exclude older boys interested in joining the club as the variance in their ages diversifies interest and abilities.

There are no membership fees or dues, as very little expense is incurred by the club's activities. The club is sponsored by the recreation department and, therefore, has access to city and school facilities. The club treasury is maintained through special fund-raising activities, such as paper drives and scrap collections. The money is then used for necessary equipment such as toboggans, traps and fishing equipment to be loaned to members.

The club is divided into sections of from ten to fifteen boys. Section memberships are determined mainly by the areas in which the boys live. Allowances are made for close friends to be in the

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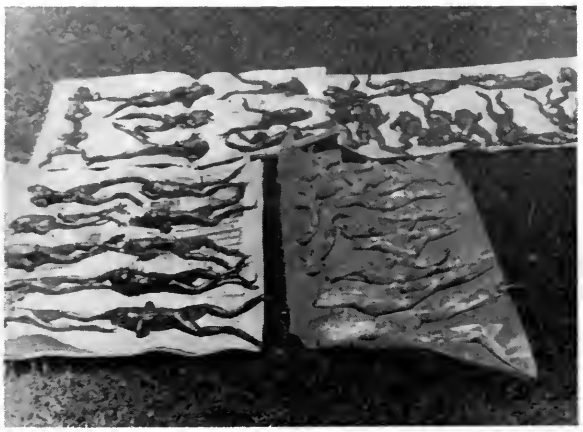
Mr. Lilly is the superintendent of recreation in the city of Stockton, California, which is located near Lodi.



same section. Younger boys are placed in sections where they receive the guidance of older boys. Members name the sections after animals, such as Foxes, Skunks, Rattlesnakes and Buffaloes.

During the summer months, each section goes on a field trip one day of the week. On Saturday, the entire group takes to the fields. Meetings are held twice monthly, on alternate Thursday nights, featuring either a guest speaker or hunting and fishing movies. The films are obtained through publicity departments of various states and Canada. At these meetings, current club activities are discussed and plans made for future events. An important and interesting report of each meeting concerns the activities of the Senior Sportsmen's Club.

One of the major objectives of the club is to qualify each member in first aid. Special meetings are held at which the boys are taught emergency precautions and general procedure in first aid. On a field trip at least every other boy is equipped with a first aid kit.

Every member is required to learn how to swim. For those who have not mastered aquatic fundamentals, weekly swimming classes are held in the high school pool. At the present time, less than five percent of the boys are unable to meet the swimming requirements, and this minority group is made up of relatively new members. For the advanced swimmers life saving techniques are taught. Other water safety activities include boating and canoeing lessons given at Lodi Lake Park.

Another major activity of the club is the study of Indian lore. General information is obtained from movies shown to the club and from visits to museums. Frequent trips are made to the numerous local Indian burial grounds. Many of the boys have excellent collections of Indian arrowheads, spearheads, beads and household utensils.

Nature study also forms an invaluable part of the club's activities. On visits to museums and zoos, the boys see and study historical relics and learn of the animals which were native to this area. As a result of these field trips, follow-up studies are made at meetings, and members collect bird wings, nests and insects.

Woodsmanship or pioneering is included in nature study. Boys learn how to determine directions to avoid getting lost and how to figure out the time of day. General camping aids are taught, such as the ways of building fires, cooking meals, making shelters and bough beds, and good practices. The boys also study the lore of the woods, learning to recognize the various animal tracks and other signs of animal life.

Fishing is one of the most popular and important phases of the club program. Prior to taking organized fishing trips, the boys make a study of the fish to be found in the area. Instructions are given on correct techniques in the care and use of equipment and methods to be followed in catching various species. The proper care, cleaning and preservation of fish are also learned. Throughout the summer months, there are numerous expeditions to the various fishing areas adjacent to the Lodi area. These include overnight camping trips to trout streams. Black and striped bass, perch, crappies, sunfish, catfish and trout are proudly brought home properly cleaned. Mothers and dads appreciate this latter accomplishment. In the future, it is hoped that some deep sea fishing trips can be arranged in the San Francisco bay area, to round out the boys' experiences.

Summer nights are spent in frog hunting. They are easy to catch. The boys enjoy the preparation, cooking and the social and gastronomical satisfactions of a frog's leg dinner.

Of prime importance, preliminary to taking part in the club's hunting activities, is instruction in general safety precautions and handling of guns. Various films are shown, demonstrating the care of guns and the proper methods of hunting. Mem-

bers are instructed in safety methods for accident prevention in connection with the lives of fellow hunters as well as their own lives. Instructions are given to the youthful hunters to recognize types and sizes of animals, so that animals protected by law will not be unnecessarily destroyed. They also are advised continually of the necessity of respecting the farmers' crops, fences and herds. Organized hunting trips are held, in which not more than two members are supervised by one instructor. In this way, the instructor is able to give his undivided attention to the young hunters.

Trapping is another of the club's major activities, and one in which all participate. Along with trapping techniques, detailed study is made of the wildlife available in the area, and the correct method of skinning, preserving, and tanning animal pelts. Trap lines are set out in the foothills and are checked twice a week. Members who are unable to buy their own traps may borrow them from the club's supply. As a rule, two boys work together as partners on each trap. Probably one of the greatest thrills is the anticipation of finding a catch. The boys are as excited over catching a rat as a fox. Arrangements have been made with a local taxidermist to have two boys work with him, thus gaining firsthand, valuable information on the care of trophies. Boys will work with him for six month periods so that all will have a chance to receive this training.

In the eighteen months since its formation, the Lodi Junior Sportsmen's Club has received the wholehearted support of the public. Parents, in particular, are enthusiastic over the opportunity for their boys to gain knowledge and experience in woodsmanship. Many parents never had the opportunity to receive such experience in their own youth.

In the club we find democracy in action. Many nationalities are represented, including Americans, Chinese, Japanese, Mexicans and Filipinos. Boys of widely differing social, racial, and economic status develop a close sense of companionship through their common experiences. The active young boys, who might be spending their spare time looking for mischief, are kept so busy and interested in the activities of the club that they have no time to become engaged in other than healthy and supervised activities. Above all, the spirit of good sportsmanship, game conservation and respect for property is instilled in them in every phase of the program.

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Carnival Caravan

BARBARA CHAPIN

• TODAY WE too often tend to sit back and let events wash over us—a natural defense with so much happening, the refusal to be involved. But it isn't exciting, nor is it fun to remain forever the objective observer.

There are many ways of inviting participation, but two things must be overcome before an individual feels happy "taking part." First, he must be helped over his fear of making a mistake. Perfection has been emphasized until, as Burton James said, "The 'cult of the spectator' appears as one of the curses of our land, and the simple pleasure and emotional release derived from the creative spending of leisure time is frowned on and discarded because 'I cannot be as great as a Kreisler' . . ." Before you can have virtuoso of any kind you must have students willing to experiment, to laugh at themselves and to have the courage to make mistakes.

Second, the participant needs some notion of *how* to take part. Square dancing looks like great fun, but you hesitate because you need to know something about the calls. The real thrill comes, however, when you have learned enough to try a lively, difficult square.

We believe that people are happier and healthier when they have creative interests which they share with others. It is true that many "culture groups" fall apart, but this is because they don't have enough purpose, and don't demand enough of their members. The novelty wears off unless you keep learning and exploring and gaining in skill and understanding.

To introduce cultural activities with top-flight exhibitions and demonstrations, plus the showing of materials and instruction as to how such activities can be developed in your own community, is the work and purpose of the Carnival Caravan. This really is a mobile community center, designed to take creative recreation to rural communities.

The Caravan travels on special trucks which will set up in your town just as a circus does—giving local folks, among other things, an opportunity to: set type at a printing press; watch binding; examine fine book exhibits; browse; hear story hours, authors talk, reviews—the Bookbrigade; watch a play, act in short skits and charades; make up stories and dramatize them—the Playhouse Story Book; dance, sing, debate; give recitals; watch professionals do all these things; hear concerts—the Music Hall; see fine exhibits of art, crafts, industrial design; show their work; try their hand at weaving, pottery, drawing, painting; watch demonstrations, chalk talks—the Gallery; see foreign films, cartoons, documentary and training films; hear special records—the Cartoon House.

There are also places for recordings, puppet shows, strolling musicians; food stands for simple refreshments, and a play school where you can park your child with confidence.

The Amateur

Let's be perfectly honest about one thing—the amateur and the professional worker will not be confused. You may pitch a mean curve in sandlot baseball, and have the time of your life doing it, but you don't expect to be asked to replace Bob Feller in the big league.

The Carnival Caravan will bring exhibits of the best work being done to remind you just how exciting and skillful this or that art can be. When you pick up a lump of clay, you are not expected to turn in a masterpiece, but you should enjoy the feeling of having some form grow beneath your fingers. Local work will be shown informally, and in every town will be found one or two craftsmen working at high professional standards.

In other words, some of the cultural advantages

Miss Chapin, originator and organizer of the Carnival Caravan, is a former New York book designer.

At Chautauqua children handled sculpture, saw potters work.

available to city dwellers can now be enjoyed by the rural towns and villages that hang out the welcome sign for the caravan. In fact, the idea grew from a concern for the lack of opportunity afforded the rural child in the field of cultural learning.

Millions of our young people have never seen a play, never handled a musical instrument, never understood how a design is made before it becomes wall paper, dress material, or any of a hundred items which can bring into people's lives beauty or drabness, depending on their ability to recognize and understand the fundamental principles of art. Children, and adults too, crave excitement. Learning, if properly presented, and given proper respect, is more exciting than any other discovery a person can make. People ought to be reminded of the creative power which lies within each of us.

The Carnival Caravan, with headquarters in Wellsville, New York, was just a dream three years ago. Now it has been worked over, sifted, and studied until it is sound and practical as well as fun. It was tested last summer at "Carnival Caravan Day at Chautauqua; A Community Festival of Creative Recreation."

There children handled sculpture, watched potters do complete pieces, saw wool turn into material; they listened to records, and danced on the green; they saw a play, and heard a choir. Parents, coming because it was educational, went back for their children. Children, following the bright staff car, truck, troupe cars, and station wagon, went back to get their grandparents and friends.

The test proved beyond a doubt that such a program has immediate appeal. Now, with its full organizational plans of cooperation with churches, schools, local, state and national groups interested in civic and agricultural programs; and with youth groups, and men's and women's clubs, and professional organizations backing the program in each locality, continuation of interests is assured support after the excitement of the caravan itself fades away.

Work is now in progress for a trial unit which will lay more stress on the integration of the various elements, for cultural training has proved to be a fine model for training in how to live a well-rounded life. As the program we take into the town will have balance and relationship, each art to another, so a town, in planning its program, should have balance and relationship between the various elements serving its citizens. When the test unit is underway, it can serve as a model for those anxious to see such a program in action.

Needs and Solution

Until then, what can be done? One thing is to look about your town and see what is lacking. Can't you expand some existing service by a lot of ingenuity, some time, and a little money? Does your library want a bookmobile? Does it have a children's collection? Maybe, as our town is now doing, a librarian can write a weekly column for the newspaper introducing, with humor, books which are far above the current level of local reading. What about a story hour?

Do you have art exhibits? Ithaca had an art week, and turned the main street into a gallery, with pictures and groceries side by side. Contests for window display are good chamber of commerce material, and also good for young designers who need encouragement and practice. Does your town have a well-designed modern house, and if not, why not? This kind of questioning can stretch into theatre work, into choirs, into square dancing, into the youth center—and why so few towns have a place where good food and dancing are combined to make a nice social center for the young people.

The Carnival Caravan doffs its hat to the immense job already being done in our country. One example is the square dancing which has suddenly become so popular, giving thousands in every section hours of happiness and relaxation. It didn't just happen, though, but lots of people think it did and are waiting now for something more "to come along." We want to take them a "tickler"—and we are looking forward to the time when we leave behind us in towns all over the country youngsters who say, as did one small boy studying an abstract painting at Chautauqua: "Gee, I never knew there was anything like that in the world. I'm going to take a whack at that myself."

Recreation for the Orthopedically Handicapped Child

A talk by Susan Samuel, Director of Recreation of the New York Philanthropic League, given at the College of the City of New York

A TALK OF this kind should be unnecessary—the subject should be recreation for *children.* While we don't have enough recreation facilities, we do have community centers, settlement houses and afternoon school playgrounds for the so-called normal child. It is true that these facilities are not closed to orthopedically handicapped children, but what chance have they at these centers? How are they received by the other children? What opportunities do they have, competing with children who have played in groups for years?

Let me give you a bit of back history on some of our handicapped boys and girls. Many have spent years of their young lives in hospitals and convalescent homes. They have had little or no schooling there. Their participation in group living or in active play has too often been limited to such things as sitting in a wheel chair, sewing, reading, singing or the like. They have never worked as a unit or a group. They have never helped in planning or running a community. At the most formative years of their adolescence, they are sent home from the hospitals and convalescent homes, back to their families, their schools and their communities. What preparation have they had for this new mode of living? None!

What happens? Maladjustment all around. They don't fit in at home; they don't fit in at school; and of course, they have no interest in the community. However, the settlement house looks more inviting to them than home or school; sounds of activity burst through the walls; singing, the noise of hammers and children laughing make such welcoming sounds. How could a child resist? Remember, the handicapped are anxious to be accepted, anxious to belong. So the child becomes courageous and enters the settlement house—timidly, and with hesitation.

When questioned as to his likes or dislikes, he is at a loss. "Are you interested in crafts, art, music, dramatics, newspaper writing, debating?" asks the worker. "I don't know. I don't know what club I want to belong to," says the confused child, "but I want to belong, I want to try." And so he tries; but he has not been prepared and, therefore, gets his first serious setback in his attempt to become a member of the community. He does not know how to work in a group and, because he feels that he has nothing to offer to this community, because he is not readily accepted by the other children, he becomes sullen, discouraged, surly and a greater problem than ever before. How can this be rectified? What can be done to help him adjust and make a place for himself in our so-called normal world?

All children need recreation, need some place to go where they may have a chance to express themselves and to participate in planning and running a community. This desire is no different in the heart of the handicapped child. There we all agree. The New York Philanthropic League, in a small measure, is trying to do something about this community problem, and five years ago started a recreation group for orthopedically handicapped boys and girls.

Our group, the Carolians, originally started as an outgrowth of Camp Carola for girls at Spring Valley, New York. Children are recommended to us by the New York City Board of Education, organizations working with the handicapped child, and hospitals in the city. At the outset, let me make this point clearly: we do *not* wish to segregate orthopedically handicapped children, but, rather, to teach them group living; to familiarize them with

activities in the so-called normal community centers. We want to prepare them!

The Carolians meet on Friday and Saturday afternoons. On Friday, we discuss all topics of the day and, of course, information for the good and welfare of the orthopedically handicapped. On Saturdays, 175 to 300 children (depending on the weather), ages six to eighteen, come to our meetings from all parts of the city—Brooklyn, Manhattan, Bronx, Queens, and even Long Island and Staten Island.

For the first part of the afternoon, members go to the activity in which they are most interested—music, dramatics, arts and crafts, dancing or newspaper work. Our Junior Carolians, ages six to ten, have their own activities with all forms of recreation. We have well-trained group leaders for supervising each activity; we also have students from various colleges who receive field work credit for their work with us. Because we have so little time, the children work on central themes—called projects—in each activity. They work together for a final performance, at which time the entire community is invited.

For the second half of the afternoon, members assemble for the reading of the Friday discussion group minutes, and hold a regular business meeting. Every Saturday we have different entertainment, planned by the children with the help of the recreation director. The program consists of a concert, debate, lecture, amateur afternoon, mental whoopee, barn dance, games and so on. Each year the group elects its own president, vice-president, secretaries —recording, corresponding and at-home, treasurer and librarians. They have a regular constitution, with amendments to fit various needs, and committees.

In addition, community problems are considered and, as a result, we have contributed to the American Red Cross, the Urban League, the Sydenham Hospital Drive, the National Foundation for Infantile Paralysis. Lisa Sergio, famous radio commentator, has spoken to the group on the important role young people can play in current affairs.

Our activities away from the building include visits to the planetarium, theatre parties, and the like. Each season the newspaper group plans a tour of large newspapers in the city. Members are interested in seeing a newspaper in the making, although their own newspaper is mimeographed. In other words, our program consists of the same activities as those in the so-called normal community center.

When a child of our recreation group has made sufficient progress and has given indication that he is ready for his neighborhood settlement house, the head worker there is called upon and given a resume of the child's abilities in our group. We suggest that the orthopedically handicapped child be admitted to the neighborhood settlement. Now the child is more sure of what he wants to do for himself and for his community.

We realize that we are crowding a great deal into a short time, but our results have been good, and we are hoping, before long, to have a building of our own and to put our program on a daily basis.

The Motor Service of the American Red Cross transports our non-ambulatory children twice a month. In this way, even the child in the wheel chair has an opportunity to participate in a normal program. We reach the home-bound child by sending him our monthly newspaper. He may also join our traveling library, make-a-friend-through-the-mail. Our visiting committee, comprised of the children and staff, visits these youngsters whenever possible. We also keep in close touch with our members confined to hospitals.

There are also monthly staff meetings which the students attend. Problems of the individual groups, and of the individual child, are discussed. While, on Saturdays, we are a recreation group, the "complete" child is always considered, and any special needs are carefully discussed with our director of social service during the week. Staff members and students also may consult with the recreation director during the week.

Why do these children come out to our meetings regularly, learning to use public conveyances? Why have parents, schools and community centers been so profuse in their praise of the job we are doing?

They come because they are getting a chance to do the things that *other* children do. Here they find security, understanding, friendship and a sense of belonging. Here they become part of a community, where they may help plan the success of that community. Therefore, the child's entire outlook changes. He is alive; he feels human; he has an interest; and this attitude which gradually comes to him is carried over to his home and to his school. He adjusts more readily to problems *away* from the group, and participates in all activities. No longer does the family have to worry about who is to stay home with Jimmy, or who will take him to the corner movies. Jimmy has things to do, some place to go, and now has his own buddies.

Our aim is to give these children a chance at growing up and the opportunity to show that, despite their handicap, they can become useful American citizens.

An OPERETTA *in the* MAKING

DORA E. DODGE

MOST OF THE year the members of the music and drama clubs of the Worcester Girls Club take part in these activities for their own enjoyment, but every spring one well-staged production is given for the public. This is the Girls Club Annual Operetta, which has become so well-known in Worcester, Massachusetts, that tickets are usually requested before they go on sale, and often before the name of the operetta has been announced!

Most people do not realize how many girls benefit from participation in this performance, for it is not just a matter of choosing and training a special cast. As in all activities at the club, every girl has an equal share in the special training offered in music, dramatics and dancing, and from fifty to one hundred girls a year take advantage of this opportunity.

Directors of the music, dramatics and dancing departments cooperate to acquaint all the girls with all parts of the production. From October until January the training is general and, since no casting is done until the final weeks of rehearsing, any girl may try for a particular part but must be familiar with the entire operetta—songs, dances and spoken lines. Usually two or three complete casts emerge from the group, with several extras for the very important parts.

In January, when things begin to shape up, mothers are asked to give their permission for the girls to participate in the final production, and to encourage the girls to attend rehearsals regularly during January, February and the first of March. The cooperation and interest of the mothers are very important. We do not want any girl to fail in school work because she has taken on extra responsibility, and only the mothers can let us know of this danger. Also, we do want every girl who would benefit by the training to have as much encouragement as possible from the home.

Costumes for the operetta are no expense to the girls since the costume room has a supply for the six operettas in the club repertoire. Worn-out costumes are replenished with the help of a costume committee, chosen from members and friends of the board and corporation of the Worcester Girls Club. These members are always present to help the small actors adjust their costumes before going on the stage.

This year the club gave a new production, an adaptation of "Alice in Wonderland," so that practically all costumes were new. About fifty women volunteered their time, dyeing, cutting and sewing madly for weeks, under the able direction of the costume chairman. The wide variety of costumes —including oysters, lobsters, a turtle and a life-sized egg—were designed by one talented member. Over seventy volunteers worked on some part of the production—tickets, costumes, ushering. Different groups of Worcester women do this each year, and this service tends to strengthen public relations for the club.

Since three performances of the operetta are given, every girl who really enjoys working hard in any one department has an opportunity to take a lead in one production, a minor part in another, and perhaps to sing in the supporting chorus of a third. This is excellent training in sportsmanship, as well as in acting. Although the girls meet only once a week over a five-month period, until final rehearsal dates are set, there is no loss of interest among this large group.

The first production of the operetta is free to all club members. The second production is for the parents and friends of members, and the third for board members, their children and friends. A small admission fee is charged during the last two performances, to cover the expense of costuming and properties. Anything in excess of costs goes to the Girls Club Camp Building Fund.

Author is executive director, Worcester Girls Club.

Comes from the Girls Club in Worcester, Massachusetts

Since few operettas are written for the range of voices which are being trained at the club, each year the search for new material brings little success. Occasionally, the operetta staff has made very effective adaptations of famous children's stories, such as "Alice in Wonderland" and "Aladdin's Lamp."

The chorus is the musical backbone of the operetta, as the songs are an integral part of the script. Its members are chosen for good voices and interest in singing. They receive instruction in vocal work and timing, as well as in stage work. Many girls who start training in the chorus find they have ability and try for leads the following year. During the presentation, the chorus is arranged in front of the stage to support the actors, much as the orchestra at a real opera. Members of the chorus with the most regular attendance are chosen to be in costume on the stage during some part of the performance. Last year they appeared as the fourteen angels who guard Hansel and Gretel while they sleep in the forest.

We emphasize the importance of the training given to the operetta chorus group. We believe that if more mothers realized how much girls profit from this training, they would be just as interested in having their daughters attend regularly, as they attend private music or vocal lessons. We encourage those girls whose voices are good to understudy minor or even major parts, and be ready to fill in. Others become interested in singing and enter our music school, where they can have vocal lessons at a nominal fee. And some new girls enter music school, hoping to become proficient enough to try for operetta roles after some instruction.

One of our girls sang with the Connecticut Opera Company before she married, and another was in the New York cast of "Brigadoon."

We like most to discover what happens to our girls who have only ordinary ability but a keen interest in music. Many of them join the Worcester Light Opera Company, the Music Festival Chorus and the Messiah Chorus. We are fairly sure that the majority of these girls would not be enjoying these wonderful opportunities if they had not been conditioned in our own operetta chorus when they were very young.

Besides the training in music, girls cannot help but gain a certain amount of poise, a knowledge of stage technique, and the satisfaction of being part of a finished production, which calls for real teamwork. Not the least, we believe, is the sense of sportsmanship, which is as important in putting on our operetta as in any team game. We never know what may happen during the last week of rehearsal—a measles epidemic can cause real havoc. Yet the show must go on once the tickets are sold.

Following are the rules set up by the Worcester Girls Club for the operetta staff:

Policy—The Worcester Girls Club Operetta must be a cooperative project between the directors of the music, drama and dancing departments. The entire planning and production must be done with these three in equal authority, and with the executive director or her representative. The plan

Humpty Dumpty, shown before his fall, was part of "Alice in Wonderland" production. Operetta costumes are made by volunteers.

should leave each director free to be in charge in front of the stage while her own groups perform. Any disagreement or discussion should be taken up in meetings—not, in any case, before girls in rehearsal.

Since an operetta is necessarily dependent upon music and the Girls Club Music School can furnish good music, plans for this project must consider the musical possibilities first. Actors must be chosen with first consideration to what musical ability is available. Casting should be done with the knowledge and approval of the executive director or her representative, and any disagreement as to choice referred to her judgment.

Rehearsals—Rehearsal times should be agreed upon before the club programs are printed, and the entire year's plan be complete in September. After this, no change should be made without the knowledge and permission of the house director.

The first consideration must always be the health and welfare of the girls. Intensive rehearsing which may interfere with school work must be avoided at all times. Extra rehearsals calling girls from a distance and necessitating extra bus fares should be avoided. On stormy days girls must be rehearsed early. All of these factors should be taken into account early in the season before winter weather complicates matters. There must be no night or Sunday work in the clubhouse requiring extra hours for the janitor, unless approved by the executive director.

Scenery and Properties—The plan for scenery and properties should be complete in October, and the necessary properties used at all rehearsals. If substitutes are used, they should approximate the proper size and shape. All stage rehearsals should be set with scenery or substitute scenery indicating the correct space to be used for each act.

Costuming—In the event of a new operetta, costumes should be planned and started by November first, with due thought to ages and sizes. When an operetta is repeated, costumes should be started early in January. Extra sewing can be done by the costume committee and by the Mothers Club, but the plan for this work must be given to the house director by January first.

Chorus—The object of the chorus is voice training for choral support of the cast. The age grouping for the chorus should be nine to fourteen years, and the time of rehearsal should not conflict with the regular weekly operetta rehearsal.

Cast—Those taking acting parts should be eleven years old and over, preferably with choral training. Occasionally, when a younger child is needed for a specific part, she may be chosen from the choral group.

Dancing—Chorus dancing should be taught in all dance classes at the club, and girls who become proficient selected from the regular groups. Rehearsals of dance groups may take place in the gym on Thursdays when the music and drama groups are working in their classrooms. Actors who are to dance should be trained by special appointment with the dance director.

Procedure—1. Acquaint girls with the entire plot before memorizing begins.

2. Work out the action with the cast before assigning sections for memorizing. The action and the feeling of the part must be made more important than the words.

3. Divide acts into sections to be learned and suggest that the girls memorize the whole section, not just their own lines. They should be prepared to fill in for any part to keep rehearsals interesting.

4. Work as far as possible only with girls who have attempted to learn the lines. Never let girls go on the big stage with papers in their hands. If this standard is set in the beginning, it will work.

5. Let *all* girls who make the effort try out the parts they particularly want, as well as those assigned them, insofar as is possible within the choice of voice ability agreed upon with the music director.

The suggested plan of work on the operetta by months is:

October—Tryouts for speaking and singing, read operetta, Act I.

November—Act I and Act II, memorizing and acting.

December—Act I memorized and action well-organized.

January—Act I reviewed, Act II memorized and action developed, Act III started.

February—Act I and Act II reviewed, Act III completed.

March—Review, concentrated work on weak spots and staging.

A monthly meeting of the operetta staff with the executive or house director, for understanding the progress of the project, is important.

A Recreation Director Looks at the Social Values of College Recreation

CHARLES F. WECKWERTH

● ALL TERMS but two in the above title are probably clear to most people—the word "values" and the concept referred to as "recreation." To me these terms mean as follows:

Values have true meaning for the individual through maturing experience. They are both qualitative and quantitative. Values vary greatly with each individual as well as among individuals, and are conditioned up to the moment by many factors. They are influenced by other persons, climate, motives, pressures, cultural patterns, locale, and so on. Values are flexible. They are *real* to some while *imaginary* to others. We are familiar with the phrase "what is one man's meat is another man's poison." It has been my experience that values are influenced greatly by one's basic philosophy. "One's aim shall exceed one's grasp—or what's a heaven for," says the poet Browning. "To have and to hold" became the materialistic code of many at the turn of the century.

"Two men look through the self same bars,
One sees the mud, the other the stars."

Values exist for those who seek and find, for those who look and see. In the last analysis a value is a personal issue having worth to the individual. *Choice* is the determining factor.

Recreation is another term troublesome to many, its concept so different among persons. Just think of what recreation might mean to each of these types of individuals: a business man in his fifties; a business man in his thirties; a mother of a large family of six or more children; a mother of a small family of perhaps one or two children; a minister, doctor, lawyer, librarian, teacher, serviceman in uniform. Recreation has a different meaning for each person. Selected definitions vary thus:

"Life enrichment," says the Educational Policies Commission.
"Antithesis of work," explains Butler.
"Synthesis of work and play," declares Nash.
"Attitude of mind," states Menninger.
"Many things to many people," explains Slavson.

To me recreation is one's self-expressed choice of behavior. It is evidenced by one's attitudes and actions. It may be active or passive, spontaneous or planned, consistent or inconsistent. The essence of satisfaction is *in the doing*—the participating. Again choice plays the key role.

Without a wide range of *opportunity* among the offerings made available, a college campus presents little or no choice to each person; hence there will be little or no recreation potential and consequently little or no social value. Assuming the college campus provides a wide range of potential recreation offerings for participation, what are some of the more important social values to be obtained? It is my opinion that there are five highly selected social values which are essential.

1. Individual Expression. Unlimited opportunity for this is offered through participation in a recreation program. Status among one's peers and

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contemporaries provides for recognition and acceptance. Individual expression, either as a follower or leader, is at the very heart of social morale. Illustrations would include officer capacity, captaincy, chairmanship, committee or team member, or election to an honor society.

One may subscribe to any one of the many theories of play or recreation, but individual expression, in the last analysis, seems to be basic. When opportunities are provided, the most common being athletics, sports, and games, which are important from teens through twenties, let us remember that thirty to forty potential years remain for recreating this important social value in individual lives. It behooves the college community, therefore, to provide a wide variety of interests and activities to allow for trial and error. The greater the variety to choose from on the campus, the greater the opportunity for richer social living through *expression*. Potentially rich gold mines offering the value of expression are: art, arts and crafts, drama, dance, music, camping and outdoor living, nature recreation, social occasions, forums and discussions.

2. Performance. Social value exists in *the doing*. This is of vital import not only for the training of the nervous system, but such behavior serves as basic experience. Without it future experience and satisfaction would perhaps never take place.

Performance makes for awareness and understanding; sensitivity is sharpened. The training of one's neural patterns for acuteness further guarantees skill. Repeat performances are self-initiated and disciplined when "doing" opportunities are provided and promoted. The degree of success or failure strategically influences the value level for the participant.

It is the *joy of effort* which must be discovered. R. Tait McKenzie, famous sculptor of youth, created this living idea in his internationally known and valued works. The college campus must provide exploratory "pastures" for enriched living. Such pastures lead inevitably to keener observation, investigation. They serve as the "midway," the "come on" of the carnival of life. The higher levels of cultural discovery, enjoyment, and satisfaction are possible in the environment of the college campus.

3. Group Experience. The two foregoing values inevitably lead to a third—the interdependency of, and the need for, *group experience*. Man, while a dominant and aggressive person, by nature is also a gregarious animal. He seeks and needs recognition by others. He craves recognition and acceptance by his peers. He initiates deference to them and they to him, in group relationships.

The elusive factor for ultimate group success, including each individual as well as the group as a whole, is the all important process of *inter-action*—not co-action. For example, when we see excellent committee work, we also see inter-action at a high frequency. It contains self-imposed disciplines as well as group-imposed disciplines which are welcomed and carried through. When we see poor committee work, we see little or no inter-action, but much co-action or no action. Superimposed disciplines become chores rather than challenges.

The college campus must provide a wide variety of, and opportunities for, the formation and operation of groups to experience inter-action rather than co-action or no action. Illustrations of this are obvious to any teacher or recreation leader who has experienced genuine group experiences. Perhaps the greatest value is that out of such an environment comes the inherent "magic" of the democratic process—group inter-action emanates in group decisions.

4. Maturation. When normal cellular evolution takes place, we label it the process of maturation. This, we know, is achieved by two interrelated phenomena. One we call *growth*—the other *development*. These reciprocal inseparables, growth and development, serve next as social values of recreation participation on the college campus.

When college campus authorities provide opportunities for such outcomes—social values of self-expression, of doing, of group experience—a normal evolutionary process of growth and development takes place. In a democracy the opportunity for social growth and development is the privilege and right of each individual, and of each group. Such an environment creates the setting in which each person or group may experience enrichment and fulfillment. Perhaps this is what the Educational Policies Commission had in mind when it defined recreation as "life enrichment."

Growth and *development* aid in the upgrading of one's personal value levels. It is at this point we become alive not only among other persons, but we constantly exhibit an "at homeness" with deeper and finer levels for self and societal fulfillment.

5. Environment. The fifth selected social value centers on a healthy atmosphere. Such an environment results in happiness, contentment, camaraderie, and morale.

It is said that the family that plays together stays together—a *healthy* situation. It is my experience that a singing camp is a happy camp—a *healthy* situation. Likewise when a college campus

provides numerous opportunities for recreation opportunities for recreation participation, it is a *healthy situation.* Such an atmosphere becomes what the dramatic director calls the "key of the scene." It's contagious and rightfully so.

In summary, it is important to point out that the interrelatedness, interdependence, of the five mentioned social values, reveals the need of all for recognizing only "whole" relationships. Therefore, it is important that such values are always within the grasp of each student on the campus. However, these values must be captured by the seeker —the participant. They cannot be doled out, but must be earned by both students and administration. Such environment must first be created and second conditioned. This is the responsibility not only of the administration or the student group, but rather a *partnership* which must be discovered and discerned by both of these groups. These five selected social values should have high priority with both faculty and students. It becomes a "partnership" privilege to plan together. A community contagious with happiness results.

Behind all this there exists, however, an important attitude which must prevail. Such an attitude may best be illustrated by an old Chinese philosopher, Laotse, who declared:

"A leader is best
When people barely know he exists,
Not so good when people obey and acclaim him,
Worse when they despise him.
Fail to honor people
They fail to honor you
But of a good leader, who talks little
When his work is done, his aims fulfilled,
They will say, 'We did this ourselves'."

"A New World"

RECENTLY, WHEN A group of Germans studying recreation methods in this country visited Vermont, one of them was called upon to address a group of interested community folks. He was twenty-eight-year-old Max Moser from Stuttgardt, who is interested in youth leadership training, cooperative activities between public and private organizations, and projects in citizenship training.

He said: "Before I do anything my first question is: 'Is that allowed?' This is the habit in our country. And then I feel I am in 'this country,' in a new world for me. We believe a good community life is not possible if all men are so free as they are here. I see the contrary now—it is possible, really possible. But I have seen, too, that everybody knows everybody is responsible for the community and for the freedom.

"I believe I have seen the best example for a good community life. This small town, Proctor, has all that the people need for a good time. Firstly, this place is one of the loveliest places which I know—and I know some places. The marble industry is known in Europe but the things I saw there are not so here. Proctor has a community center—a swimming pool, a skating rink, an athletic field, a very pretty and good library, a high school and a nursery school. With one word—nothing is missing. All that is clean and the cost so low. Why? It is mostly the property of the community because it is this community's own work. Proctor's people say: 'If anything is necessary, well let us work out the best way so that we can get what we need and—let's work together!'

"I believe this is the most important impression for my work in Germany and I am happy that I can see all that with my own eyes. Now, I can bring this idea to our young people in Germany and I hope we can start together the same work within our possibilities. Thank you!"

One janitor's headache is prevented by providing special places in washrooms for marking on walls.

Modern coke bar is favorite gathering place for teen-agers between activities. Below is the powder room.

A Youth Center

MANITOWOC, a city of 30,000 population, located in Wisconsin on the shores of Lake Michigan, now has one of the finest youth centers in the Middle West. It has been in operation for more than two years and has proved a great asset to our community.

It all started when, after four years of waiting, the city voted in its favor and turned over to the recreation department a remodeled building, newly painted and decorated, to be furnished and equipped for the enterprise. Through the generosity of a group of civic-minded citizens, the city was given the sum of $5,500 to buy equipment. The City Council appropriated $11,115 for the center's operating cost for one year and a similar amount for each following year.

The cost to the taxpayer is a little over seven and a half cents per youngster a year. Considering the fact that one youngster in a reform school would cost the city forty dollars a month, there can be no doubt that this program is cheap in the dollars and cents column. We know there are individuals who'll say that the youngsters of our community are not going to reform school. This may be true in 999 cases out of a thousand, but there is always that one which must be taken into consideration. It is the responsibility of the community to offer its youth a fine program, and it is the opinion of many citizens that Manitowoc is doing just that.

Let's take a look around the building and see what we have to offer to attract the youngsters—what makes them want to spend their leisure time at the center. What have we that is the envy of a large portion of youngsters in the Fox River Valley, who visit our center on certain occasions?

First of all, the building is most attractive, inside and out. Conveniently located near the coke bar are two spacious windows, in one of which hangs a large red neon sign which reads, "Youth Center." From these teen-agers may easily view the street below. Chromium and brightly colored leather furniture blends harmoniously with the various shades of cocoa-brown paint on the walls. One of the most attractive features is a series of

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Mr. Schara is Manitowoc's director of recreation.

at Flourishes

arresting murals depicting outdoor sport scenes. In color scheme bright green predominates, and fluorescent lighting brightens the rooms.

The building has two floors, and on the lower we find the game rooms. In one of these are two pool tables and four game tables for checkers, chess, dominoes and other table games, while in the other are five ping-pong tables and one shuffleboard table. These are in constant use the minute the front door is open and the center in operation. There is no charge for any of the games but, because of the great demand for their use, it was necessary to set a time limit. Use of the pool, ping-pong and shuffleboard tables is limited to twenty minutes for any individual. However, this does not prevent a youngster from signing up for another game with friends later on in the evening, time permitting.

The game rooms are connected by a large archway where we find a small counter and, in back of it, the game room attendant. From his vantage point he can observe what is going on in each of the rooms. It is his job to supervise and promote game activity, and he sets up tournament schedules for girls and boys in checkers, table tennis and pool. One of the surprises of the entire program is the great interest shown on the part of the girls in a pool tournament of their own.

The girls' powder room is decorated in pastel colors with a large mirror on one wall. On the other wall there's a large, white flower with a sign painted neatly above it: "If you must smear lipstick, smear it here." This has solved our problem—in our years of operation there has been no marking on the walls. Of course, we admit that the flower must be washed off every week, and has been repainted several times, but it has solved a problem which is a janitor's headache in most places. The boys' room, also on the same floor, has a large football and headgear painted in white on a dark green wall, on which they do their marking.

Upstairs, on the main floor, we find another type of activity going on. The first room we come to has a large coke bar with nineteen stools, and four tables with sixteen chairs. Here the boys and girls can sit and discuss their problems with others of their own age—and we find they have a great many problems! At the coke bar they can buy anything from a frankfurter to a fancy sundae, or even bubble gum. It's the policy of the department to stock everything that a teen-ager's nickel can buy. You'll find a display of fancy balloons on the back bar.

The room adjoining this serves as a dance floor. It is about thirty by sixty feet. Music for dancing comes from a juke box—not the regular type found in most places, but the recording type operated from a central location in the city, and offering a selection of 1,500 or more records. It was found that this has a decided advantage over the twelve or twenty-four selection type.

One corner of this room is the reading corner, well-lighted, with a table and comfortable chairs. Many hours are spent here by the teen-agers who like to read. Latest magazines are donated by local newsstands. Also to be found are copies of the local daily paper and a Milwaukee daily paper, both read by many of the youngsters.

In regard to personnel, in addition to the man in charge of the game rooms we have a general supervisor and a woman who operates the coke bar. A janitor works part-time, cleaning the place after every closing hour and cleaning and waxing the floors once a week.

During the summer an orchestra plays for dances on Friday nights. These are free and all teen-agers are invited to attend. The music is furnished without charge by a program set up by the American Federation of Musicians' Union, and arranged for in cooperation with the Manitowoc Musicians' Union. The dances attract a large number of teen-agers and keep up the attendance during the summer months.

General average attendance for the last two years has been over 5,000 per month. Membership cards are used by the youngsters, costing a dollar per year for the fifteen to eighteen year olds, and fifty cents per year for the twelve to fifteen year olds. The center is open seven days a week at regular hours: Monday through Thursday, and Sunday, three to five p.m. and six to ten p.m.; Friday and Saturday, three to five p.m., six to eleven-thirty p.m.

It is our belief that Manitowoc has come a long way in the right direction in helping solve its local youth problem.

The Witching Hour . . .

ACTIVE GAMES

Circle Poison—Passing some object hand-to-hand around the circle, the players try to avoid being caught with it in their possession when the whistle is blown or the music stops. If a person is caught, he is penalized. The first time he is caught he must raise his right hand and keep it raised for the rest of the game. If caught twice, he must raise his right foot and keep it up for the remainder of the game. If caught three times, he must raise his left hand and keep it in this position until the game is finished—when the object is passed to him.

Tagging the Black Cat's Tail—This game divides the guests into two lines of equal length. Each player must keep his hands on the shoulders of the person in front of him during the game, while the leader of each "black cat" attempts to tag the "tail," or last in line, of the other. Both "black cats" try in every way to prevent their tails from being tagged—twisting and whirling, but never breaking the line. Every time that any part of the cat breaks away from the line, the rotation is reversed, so that the tail becomes the leader. Every time one cat succeeds in tagging the other, the leader goes to the tail of the line. The first cat to finish the rotation process wins.

Goblin Relays—At one end of the room, on two chairs, place a bowl of beans, an apple and a dull table knife. Two sides line up behind these and, at the word GO, each leader puts an apple on his head and five beans on the knife, which he must carry to a table at the other end of the room. If he drops any beans he must stop and put them back on the knife. When he has made the journey safely, he runs back with the apple and knife, handing them to the next person in line, who repeats the process.

Cat Race—Divide the group into two teams. Give one team a black paper cat pasted on a large paper board, and the other an orange cat, also mounted. Neither cat has a tail, for the hidden segments of orange and black tails are hidden about the house or room. On signal, members of each team start looking for these. They may pick up only *one* segment at a time and take it to the team leader, who pastes it on the cat. The team with the longest tail on its cat in five minutes is the winner.

Witch's Sweeping Contest—The party group is divided into two teams. Two children's brooms are used to "sweep" two small pumpkins to the opposite end of the room and back to the starting line. This is done by every person in line, and the side to finish first is the winner.

Halloween Ten Pins—Ten corncobs mounted on cardboard bases so that they stand upright, or ten apples with tripod bases of matches, can be used for this game. An apple or an orange serves as the ball, and each person has three chances at knocking the pins down. For adults, try ginger ale bottles for pins and a cabbage for the ball.

Spook Seat—Players are seated in a close circle with one vacant seat and one player, IT, in the center. The object of the game is for IT to occupy the vacant chair. Players try to prevent this by sliding around the circle from right to left, keeping the empty chair moving rapidly around the circle. The player who permits IT to obtain the seat takes over his role.

Bag Boxing—Have on hand a number of paper bags large enough to fit loosely over the head. Place a bag on the head of each of the contestants, extending down to his ears. At a given signal they box with open hands, or rolled newspapers, attempting to knock each other's hats off. They are not permitted to touch their own hats.

QUIET GAMES

Shadow Partners—Boys and girls are divided into separate groups and put in adjoining rooms. The boys' room is darkened and the girls then walk in front of a sheet. The boys pick their partners from the shadows on the sheet.

Doughnut Race—Doughnuts are strung on a heavy cord all the way across the room. At a signal, each player starts eating one of the doughnuts. However, he must keep his hands behind his back and not use them. He must be very careful in biting the doughnut, for if he bites into the hole it will fall off the cord. Prizes are given to those who finish without dropping any of their doughnuts.

GAMES FOR HALLOWEEN

• Halloween means activity—and lots of it—to young and older children alike, but they need a chance to catch their "second wind" once in a while during an evening's round of happenings. Therefore, along with your plans to include lots of active games in your party program, so that your youngsters can "let off steam," don't forget to include a few quiet games to provide those necessary moments of relaxation. The games listed below are among the many to help keep the boys and girls "be-witched" on this October thirty-first.

Witch's Yarn—Unwind a ball of yarn or twine, tie in written fortune every two feet. Rewind, adding extra twine so that paper doesn't show. Host tosses ball to guest, who unwinds it until he comes to the first paper. He takes it off and throws ball to someone else. Continue this until each guest has a fortune, then read them aloud.

Old Witch Is Dead—A mirth-provoking game, this starts with the group gathered in a circle. The leader begins with the announcement, "The old witch is dead." The person at his left asks, "How did she die?" "With a cast in her eye," replies the leader, making the appropriate grimace. The second player then makes the same announcement to the third, and the rhyme continues until everyone is squinting his eye. The second time around the leader replies, "With a cast in her eye and her face all awry," screwing up his face. When all have repeated this, he adds the last gesture, "And her foot in the sky." The laughable attempt to hold this last position until the circle is completed usually breaks up the game.

Double Handcuff—Fasten a string two or three feet long to the wrists of one person, using slip knots to fasten the ends about the wrists. Then tie, with a slip knot, one end of another string to the wrist of a second person. Loop the loose end of this string around the length of string tied to the wrists of the first player. Finally, with a slip knot again, fasten the loose end of the string about the untied wrist of the second player. The two persons are then told to separate themselves without untying any knots, breaking the string, or slipping their hands through the loops around their wrists.

Solution is that one person takes hold of the string connecting his partner's hands, slips it under the string around his own wrist and out over his own hand.

Witch's Broom—Decide on the number of straws you think are in a broom. Place this number on a card, and hide it somewhere. Ask the players to guess the number of straws in the broom. When the guessing is over bring out the number, giving the prize to the person with the closest answer.

Ghost Story—The players sit in a circle near the leader, who tells a story about cats, bats, owls, ghosts and witches. When the word cats is mentioned all the players howl. At the word bats, they squeak. Owls make them hoot, witches start them cackling, and the word ghost brings forth loud groans. Any player who fails to make the proper sound is dropped from the game, until there is a winner. The story may be a nonsense story which rambles on and on, frequently using the above words.

Peanut in the Pumpkin—Toss peanuts into a hollowed-out pumpkin. The standing line should be about eight or ten feet away from the pumpkin, and each person is given fifteen peanuts to throw. Turns are taken, with each player throwing five nuts at one time. Score is based on the number landing in the pumpkin, and prizes are awarded.

Copy Cats—One guest is sent out of the room and a leader is chosen. Everyone does as the leader does—scratching wrists, cradling arms, stroking chins, and so forth, and changing actions immediately when he changes. If the person who has returned to the room detects the leader correctly, the latter becomes "it."

Some of the games used above are taken from: *For a Hep Halloween*, Charlotte, North Carolina, Recreation Department; *Halloween*, Alameda, California, Recreation Department.

THE FFA CONTRIBUTES TO

THE FUTURE FARMERS of America is a national organization of farm boys who are studying vocational agriculture in high school. As such it is an integral part of the school curriculum. It is founded upon the principle of learning to do by doing, and its members learn to conduct meetings, to speak in public, to buy and sell cooperatively, and to carry on many other activities of social and civic value. It further includes recreation, service, thrift, cooperation, leadership, citizenship, and establishment in farming as its basic building stones.

There are state associations and a national organization, but the local chapters which make up the state groups are the real seats of activity. At the chapter level, led by vocational agriculture teachers, boys are performing noteworthy service to the future of farming and to the enrichment of farm life. Every member carries on a supervised farm practice program which includes such things as care of field crops and livestock, home improvement projects, reforestation, wild life conservation, soil conservation, and soil and forest improvement projects. Many chapters have done work such as restocking of fish ponds, lakes, and rivers. A number also own wildlife preserves, and several chapters have school forests, some of them on land which originally belonged to the state.

Every local chapter holds periodic meetings, and each state holds annual conventions. These meetings are largely business in nature, but some provision is always made to include a form of recreation, such as group singing, instrumental music and stunts. The state conventions usually extend over a period of several days, and opportunities are provided for swimming, hiking, movies and games when business meetings are not in session.

It is traditional for the local chapters to hold a father-son banquet each year, at which time the parents are invited to the school and entertained for the night. A program of music, singing, and dancing is usually arranged. Other social events frequently conducted by the FFA boys are cookouts, swimming parties, hot dog roasts, watermelon feasts, corn shuckings, and square dances. Many chapters have their own string bands and are justly proud of their musicians when they perform at local and state conventions. Also, local chapters and state associations frequently pay the expenses of their bands to the national conventions.

The National FFA Camp, which was established mainly to provide a place for chapters to stay when they visit Washington, D.C., is located on U. S. Highway No. 1 about nine miles below Alexandria, Virginia, by Dodge Run Creek. Facilities here include a residence for the camp manager, a barracks building with seventy-six bunks, and a building containing a kitchen and a dining room. Space is provided for chapter members to pitch tents if they bring them. Since facilities are limited, only FFA boys and their advisors can be accommodated.

Outdoor recreation activities include softball, horseshoes, volleyball and similar sports; hikes on scenic trails; visits to historic places. George Washington's grist mill is located near the camp and is maintained and kept open to the public by the FFA. A fee of fifty cents a day is charged each person staying at the camp, to pay for sleeping, cooking and shower accommodations. Many boys come from all parts of the United States to take advantage of their own national camp.

Nineteen state associations have state camps. Some of these are poorly equipped and maintained, but others have very good buildings and equipment. Georgia has a well-organized camp, owned by the boys, as do several other states. Virginia has been very successful with its coeducational camp where the Future Farmers of Virginia cooperate in conducting the camp with their sister organization, the Future Homemakers of America. Ohio's state

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Mr. Dodson, now the program director of White Lake Camp, was an active FFA member for years.

RURAL RECREATION

• The Future Farmers of America, organized in 1928 in Blacksburg, Virginia, has grown to include forty-seven states, Hawaii and Puerto Rico. A national convention is held every year in Kansas City, Missouri, at the time of the American Royal Livestock Show. The delegates attending these conventions represent different state associations.

TAYLOR DODSON

camp is maintained in cooperation with the Department of Conservation, and specialists in conservation give appropriate instruction covering tree identification, bird hikes, wild flowers, conservation of forests and other resources, first aid, swimming, and boating. Ample opportunity is provided for participation in a well-rounded program of games, sports and crafts.

In Florida they have an agreement with the Florida Forest Service which permits the FFA to use the Forest Service State Camp during the summer months. The Forest Service offers a free two-week camping period to boys from each FFA chapter in the state who have proved the best in forestry. This period is devoted to instruction in fire controlling, planting, care for seedlings, thinning, turpentine production, cutting timber, and other subjects, and also to recreation.

North Carolina owns two camps valued at over $100,000. Under the guidance of R. J. Peeler, the state executive secretary, the Future Farmers of North Carolina, the "Young Tar Heel Farmers" as they call themselves, have well developed these camps and their summer programs. The two camps offer contrasting opportunities for recreation while maintaining a similar program of competitive games such as softball, volleyball, basketball, and swimming.

One camp is located at White Lake, a large natural lake which offers opportunities for fishing, sailing, rowing, swimming, water skiing, aquaplaning, and other related activities. In addition, the White Lake Camp has two outdoor ovens which can be used for picnic groups on week-ends. The campers also enjoy hiking, dancing, singing, movies, and speedboat rides. Each Thursday they make the sixty-mile trip to Carolina Beach for a day of fun in the salt water.

Contrast the flat sands of the East to the mountains of the West, and you have a picture of the transition from North Carolina's White Lake, with its crystal clear water, to the Tom Browne FFA Camp in the Great Smoky Mountains. Here the boys are within hiking distance of many, and in driving distance of all, of the scenic attractions of the area. Pisgah National Forest, Smoky Mountains National Park, the Cherokee Indian Reservation, Chimney Rock, Lake Lure, and the scenic Skyline Drive which connects the Shenandoah Valley with the Great Smokies, are among the well-known areas which these campers can see and enjoy during their trip. Add the hikes through primeval forests, swimming, athletic contests, fishing in the cold clear mountain streams, square dancing, campfire sings, the fellowship of 150 other boys, plenty of wholesome food, and the result is an unforgettable experience that is enjoyed by about 1,500 North Carolina FFA boys each summer. The attendance at the White Lake Camp is about 3,000 each summer. Membership in the FFA entitles every boy who wants it to a week at these camps for only eleven dollars. It's no wonder that the organization cannot meet the demand for camping space. The FFA Association in North Carolina is justly proud of its camping program, and is making plans for improving and increasing its facilities.

We can be proud of the more than 240,000 Future Farmers of America who have farm assets of $30,000,000. All this, and the average FFA boy is only seventeen years of age!

Weekly folk dancing, popular with young and old, is colorful activity of co-sponsored program.

The quiet, restful atmosphere of the center's adult lounge provides an ideal place for relaxation during a busy shopping day in town.

Members of the Youth Council meet once a week to discuss coming events and to make plans for future activities of the teen-agers.

Fun

• The Santa Barbara Civic F
Located in the heart of the city,
reation Commission, it is the hu
the year 1948 it played host to
tendance of about 11,300. Thes
ning from small private parties

The building consists of four
most any type of meeting, from
two lounges—a beautifully dec
people, complete with a founta
one of the best dance floors ava
the main building are the gymn
court on the roof—and the Re
musical groups who might tend

Many of the daily activities s
co-sponsored with the adult edu
The center also serves as the h
come to Santa Barbara, includ

It is headquarters for the a
group of teen-agers who help pla
ties. These include the operati
classes and trips. The council is

The building and equipment w
a fund-raising campaign. The te
clubs, and by putting on radio p
tion campaign of their own. Afte
to the city to be administered by
the direction of C. C. Christens
Louise Lowery, Managing Super

EAR

Louise Lowery, managing direct
city director of recreation, c

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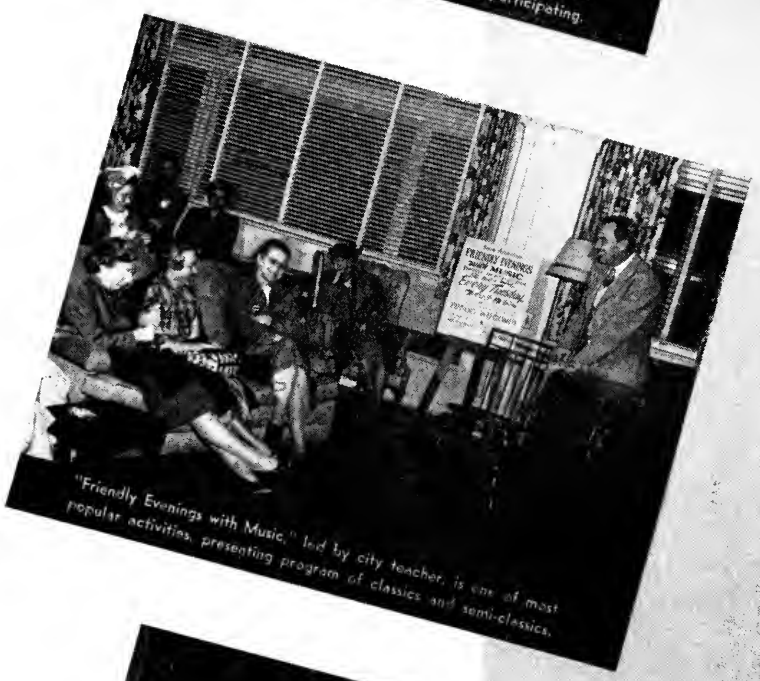
Center truly warrants its name. and supervised by the City Rec- city recreation program. During ople for an average monthly at- ke up 206 separate groups, run- lic gatherings in the auditorium. ing rooms—all adaptable to al- ridge socials and club meetings; for adults, and one for young vision. A large auditorium has seats 1,000 people. Adjacent to plete with showers and a tennis nter Cottage, used by noisy or other gatherings.

y the recreation department are gram of the city school system. for the many conventions that lifornia Recreation Conference. the Youth Council, an elected and carry out their own activi- fountain, dances, plays, dancing one year by popular vote.

ed by the city in 1944, following parked this effort by addressing a "Work Day," and a subscrip- hase of the center, it was deeded ion commission. It now is under irector of Recreation, and Miss

Basketball is everyday occurrence in the gym—organized leagues and pickup teams participating.



"Friendly Evenings with Music," led by city teacher, is one of most popular activities, presenting program of classics and semi-classics.

Square dancing groups swing their partners in smaller meeting room. The Hi-Low Swingers above form but one of these active organizations.

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ter, and C. C. Christensen, ns for the coming month.

Why ARTS and CRAFTS in Recreation?*

BARBARA M. DOUGLASS

MAN CANNOT LIVE by bread alone. Along with physical needs comes the desire for beauty. This is *one* of the basic reasons why we need arts and crafts to enrich a recreation program.

Administrators realize this need in a well-rounded program, but many citizens do not yet recognize this necessity of a cultural aspect in a heretofore strictly athletic recreation program. This is apparent when we study annual reports from recreation departments throughout the United States, and find many offering only athletics. If you are contemplating the introduction of arts and crafts into your program, first it may be necessary to sell the public on the need for doing this.

Anticipate the arguments against such a program before they arise, in order to be able to give convincing answers. One objection might be: "But we don't want to make artists or craftsmen of our children; we just want them to have a good time." They will have a good time. Nothing gives greater satisfaction than the creation of a good piece of work. This bolsters the ego of a sports-shy person and starts a process of growth and development in the direction of doing the best and knowing why. We should never strive for perfection in an arts and crafts program if this will, in any way, kill the joy of making things. Skill will always develop as our program grows.

Probably one of the most pertinent objections will be: "Our budget is limited; we cannot afford the necessary tools and materials." A very fine arts and crafts program can be conducted with little or no budget. People are resourceful. Encourage them to carry this resourcefulness to the limit by using all the things around home that they think of as scraps. Scrap materials are also available throughout any community. For example, a saw mill or lumber company will probably be glad to give you sawdust or scrap lumber. From manufacturers we have salvaged scrap metal, wire, film, and so on. This material has greatly supplemented our program because we charge no fee for arts and crafts. Then, if we look about us, nature provides innumerable materials for wonderful art projects. For instance, clay as it comes from the ground is quite adequate for modeling, and twigs can be used for making many things.

Tools are secondary to materials and they, too, can be made of substitutes. Scraps of pressed wood can be filed and shaped into desirable molds for metal craft. Also, it is not necessary to have a well-equipped craft building to carry on a fine program. The only essentials are water, table space, good light and storage space. Because our winter craft program is conducted in public schools, we find it's often necessary to hold classes in hallways or locker rooms. We supply worktables and benches and a chest for supplies. These make up the bulk of our facilities. In the spring and summer, when we move out-of-doors, we carry this same equipment with us.

Another objection often is: "Our leaders are not artists." Some of our finest arts and crafts leaders have had no formal education, nor do they have a great deal of native artistic talent. They do understand the approach to and development of the creative process. Any fine leader recognizes beauty before he tries to create it and teaches chil-

Barbara Douglass is supervisor of arts and crafts of the Syracuse, New York, Recreation Commission.

*Paper presented at recent New York State Recreation Conference in Utica, New York.

dren or adults to be alert to this beauty about them before they attempt any creative work. All leaders learn from children, and this is especially true in arts and crafts. A small child has few inhibitions. Therefore, it is important to remember that there is no right or wrong in arts and crafts. Teachers often kill creativeness this way. Processes are important, but the satisfaction that the person receives from his creation is all important. There can be no set standard for this satisfaction.

During our summer program, our leaders are selected for all-round recreation leadership. Because they are less specialized we offer a pre-service training course, followed by in-service training once a week throughout the summer. Arts and crafts processes are demonstrated and discussed and projects are made by the leaders. Leaders in the winter program are more specialized, but in-service training is conducted in a special workshop for some, with the bulk of the training done by the supervisor as the leaders work with their groups. Printed ideas and procedures are also distributed.

Suppose you now have a small scale arts and crafts program in your recreation department. You want to see it grow and you need more assistance from your community. The people's interest is lukewarm.

Show the public what you have made from scraps and substitutes through an exhibit. This should include work in all the media you've used and represent as many of your craftsmen as possible. Select the place for your exhibit with great care so that it is centrally located. Arrange the projects attractively and you'll have an eye-stopper. A sidewalk exhibit of sketches and paintings, patterned after those held in Greenwich Village, would be unique.

Cooperate with any community projects and offer to inject arts and crafts into their program. For instance, the merchants are playing a baseball game with the farmers—an annual affair. Offer to help them publicize their game by making attractive posters in your craft classes. In Syracuse, the community women's clubs craft classes responded wholeheartedly to a call from the Light House—an organization for the blind—to help in the winding of tea kettle handles with reed. A portion of this operation required sight. We made Christmas tree decorations and favors and gave them to the Junior Red Cross to be distributed throughout city hospitals. Arts and crafts need not stand alone, but can enrich all phases of your recreation program and community program at large.

Set aside a certain period of each day or week for adult classes. Because most adults have had little education in arts and crafts in school, they feel insecure about entering a strange field. Make their projects simple and usable. Be careful not to overestimate the ability of your pupils; you must take them where they are in their development and start them from that point. For example, men will naturally be interested in woodwork projects. For one of the first projects, teach the making of simple shelves. What home doesn't need more shelves! In a women's craft class recently, the women were thrilled to be introduced to the mysteries of textile painting. First they decorated handkerchiefs to learn the techniques involved. Then they graduated to the decoration of towels, tablecloths, blouses, and the like.

If you can successfully conduct an adult arts and crafts program, you will have little trouble in selling your whole arts and crafts program to the community.

Red Feather Month

OCTOBER is called the "Red Feather Month" because that is when the Community Chests conduct their annual campaigns to support more than fourteen thousand Red Feather services for local health, welfare and recreation. Don't kick about your town! Instead, kick in with a little of your spare time. Be a Red Feather volunteer for the Community Chest. Support Red Feather services by giving through your Community Chest. Give now—and give enough!

CARE Soap Campaign

Children in Europe are desperately in need of soap to aid them in warding off diseases—and you can be exceedingly helpful by sending soap overseas through CARE. All you need to do is to start collecting Swan Soap wrappers and urge your friends to do the same. Mail them to CARE, Boston, 1, Massachusetts. For every two Swan wrappers that you send in, *Lever Brothers Company will donate a regular size cake* of Swan to CARE for distribution overseas, and both organizations guarantee delivery. This campaign continues until December thirty-first. Why not suggest to various groups in your community center that they make this one of the year's projects?

Some Good

Arts and crafts articles made at home, on the playground, or in recreation centers need not cost a lot of money. A combination of scrap materials and ingenuity adds up to many attractive items. At home we can find scrap material all around us, and the search for such material for a group can be made

Belt—Cut cardboard in triangles two by two-and-a-half inches, making about thirty pieces—depending on waist measure. Decorate them with Indian designs. Punch two holes at the base of each triangle and two at the top. String with yarn, arranging every other piece upside down, and tie the belt with loops at the end of the yarn.

Crepe Paper Beads—Cut crepe paper into small bits, measuring one cup. Add one-third cup of hot water and soak until the paper is pulpy. Add two-thirds cup of flour and a few drops of perfume. Knead the mixture well. Shape into beads, making a hole for stringing with a darning needle. Dry, decorate with water colors, string and shellac.

Puzzle—Cut a large, brightly colored picture from a magazine. Put paste all over the back and paste to a piece of cardboard. Press under a pile of books. When thoroughly dry trim the edges, cut into odd shaped pieces, and shellac.

Flower Vase—Paint or decorate a coffee can with paper. Paint clothespins and shellac them. Place them around rim of can, close together, for edging.

Pot Holder Container or Note Holder—For this you'll need two paper plates, some wool yarn, a needle and hole puncher. Cut one of the paper plates in half. Punch holes all around the rim of the whole paper plate and the half plate, making them a half-inch apart. Place the half plate, inverted, over the whole plate with edges together, forming a pocket. Join the two together with an overcasting stitch, using the wool, around the half plate and the rest of the whole plate. Braid a piece of yarn for a loop to hang up the container, fastening it to the top of the plate. You can paint the plates before you start to sew them together, or decorate them in any fashion you like.

Compact Cases—From an old hat cut two pieces of felt, four-and-a-half by four-and-a-half inches. Overcast one edge of each piece with yarn. Hold the two pieces together so that overcast edges meet—this is the opening of the case. Sew around sides and bottom with the same stitch, through both pieces. Decorate with contrasting color felt, or embroider name.

Book Ends—Get two clean bricks and paint them any color, or decorate them if you like. Paste pieces from an old felt hat on the bottom of each, setting them up lengthwise or crosswise.

Hanging Vase—Paint an empty mustard jar on the inside by pouring a small amount of paint in it, then twirling jar gently until interior is covered. Pour out the excess paint. When jar is dry, make a contrasting rope by which to hang it. Cut eighteen pieces of yarn into one-and-a-half foot lengths, and braid pieces into three strands, using six pieces to each strand. Make another yarn rope to fit around the rim of the jar and tie it in place. Then tie the three braids together at one end and fasten their other ends securely to the collar around the rim of the jar.

Bookmark—One of your friends or a member of your family will like this bookmark. To make it, find an envelope that is made of good, durable paper. By tracing around part of a drinking glass make a circular line across one of the closed corners of the envelope. This corner piece, when cut out, will slip over the top of a book page and make a good marker. It may be decorated with your own design.

Sandals—Select a piece of one-quarter to one-half inch thick wood. Draw around a pair of flat-heeled shoes directly on the wood. Cut with coping saw. Sand the edges and both surfaces until

smooth. Tack a strip of leather or heavy felt—old belts will do—in place on one side of the sole. Use several tacks and place this strip where ball of foot comes, and directly back of it a little. Then place foot on sole and measure for length of strip. Tack the end to the other side of the sole.

Craft Ideas

interesting by a scrap scavenger hunt.

Here are some of the many arts and crafts items which can be inexpensively made. Used in the handcraft program on the Akron, Ohio, playgrounds, they are found in a manual prepared by Miss Helen Fisher of the Akron Recreation Department.

Pin Cushion—Paint the bottom of a round powder box, and decorate with flowers or designs cut from magazines. Fill the box three-quarters full with cotton. Then, to make the cushion, cut a circle of cloth slightly larger than the box and gather. Fill it tightly with cotton and put into the box. Use glue to hold the cushion in place.

Fancy Pins—1. Cover head of a small hatpin with warm wax and press beads into it. 2. Cover head of pin with silver paper and add two silver balls. 3. Cut two tiny hearts out of felt. Sew them together, slip over head of a small hat pin, and stuff with cotton. 4. Cover the head of a hatpin with two circles of felt and sew small beads to the edge.

Bath Mitt—Use two washcloths, shaping a mitt big enough to fit your hand. Sew together and turn to right side. Fold down a small hem at the top and buttonhole stitch with yarn. Add a small loop to hang it by.

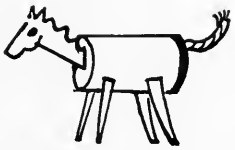
Wrist Purse—Use a piece of felt five-and-a-quarter inches by two inches. Round off two of the corners. For the wrist strap cut two pieces of felt three inches by five-eighths of an inch. Use the buttonhole stitch around long sides and one end of each of the strips. Fold the piece of felt in three parts. Insert the unstitched ends of the wrist strips between the edges of the folded purse and sew in place. Buttonhole stitch around the entire purse. Sew a button to one end of the wrist strap and cut a buttonhole in the other. Make a simple embroidered design on the flap of the purse, and fasten with a snap fastener.

Hat Stand—Cover a small stick, twelve inches long, with colored paper. Nail this to the center of the inside bottom of an ice cream carton. Fill the box with sand. Cut a small hole in the lid of the box and place on top, with the stick passing through hole. Cover the box and lid with colored paper. Use a second lid for the top of the stand. Nail it to the top of the stick, pad with paper, and cover.

Paper Sack Doll—Use small paper sack (size five) for head. Draw face on flat side of sack. Draw hair, or paste on crepe paper hair or yarn. Stuff sack with crumpled paper to make a good head. Make two rolls of wrapping paper long enough for legs and body. Stick these into the bottom of the stuffed head and tie them all together with a string. Make arms like the legs. Bend them at the shoulders and tie them at the neck. Make a dress and bonnet from two more paper sacks. Decorate with an all-over pattern or borders.

Indian Rattle—Punch a hole in the top and bottom of a large size baking powder can, and run a small stick through it. Put a few marbles or pebbles in the can before replacing lid. Cover with brightly designed paper, streamers or feathers tacked to the top of the stick.

Toy Animals—Use an oatmeal or round salt box for the bodies. Cut back and front shapes from cardboard and glue to the box. Paint or cover with paper. Head and legs can be cut from



heavy cardboard, and slipped through slits in box, while tail is made from rope or cardboard.

Toy Clock—To make this toy clock with hands that move, use a bouillon-cube box as base and a round cheese box as face. Cut two cardboard hands and fasten them to the clock with a nail punched through its center. Draw the numbers around the edge of the face, or paste on numbers from an old calendar. To move the hands of the clock, twist the nail from the back. This is especially useful in teaching small children to tell time.

Doll House—You will need a shoe box, paint and scissors. Put the lid on the box. Cut out windows and doors. Paint the box white and the windows and doors green.

Doll Bed—You'll need a cigar box, four spools, enamel and glue. First the cover is taken off the box and nailed or glued to one end for a headboard. Then the spools are glued to the four corners. Finally, the bed is painted and decorated.

How to Start a Bicycle Club in Schools and Colleges

Roland C. Geist

BICYCLING CAN BE an ideal recreation activity for schools and colleges. A bicycle is inexpensive to operate, requiring little or no outlay for upkeep. Cycling is an active, not a spectator, sport open to both men and women of all ages, and can be enjoyed mildly or strenuously almost the year-round.

To establish a bicycle club in a school or college, there should be a promotion committee of at least one faculty member, who was or is an experienced cyclist, and a group of students who are genuinely interested (not just thinking of getting their name and picture in the yearbook) and who will do some paper work and riding. Youth hostelers would be among the good people to start a bicycle club. Most American cities have branches or members of the League of American Wheelmen or Cyclists Touring Club, who would also be willing to aid in the establishment of such cycle clubs.

The committee should obtain a meeting room and advertise for charter members. At the first meeting the following matters should be among those discussed and planned:

1. Club name, such as Nassau Wheelmen or Vassar Cyclers.
2. Definite aims—touring, racing, trick riding, hosteling, polo, and so on.
3. Drafting of constitution.
4. Election of officers.
5. Membership requirements.
6. Plans for buying or renting bicycles on a cooperative basis.
7. Plans for outfits, colors.
8. Requirements for bicycle letter award.
9. Establishment of a bicycle book shelf in the college library.
10. Physical check-up for each member at regular intervals.
11. Cooperation with the League of American Wheelmen, Cyclists Touring Club, Amateur Bicycle League of America.
12. Schedule of trips, outings, picnics, theatre parties, dances and the like.

Touring will, no doubt, be the chief interest of the new club, as racing requires special bicycles, a training program and so on. Bicycle polo is very popular in England, and might be an interesting team sport. Polo equipment includes mallets, balls, helmets and coats. Trick riding and unicycle acts

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Roland C. Geist is author of "Bicycling As A Hobby" and secretary of the College Cycle Club of New York.

might be used in the annual college show. If tandems are available the club might do a good deed and invite local, blind veterans to enjoy some back seat pushing exercise. A girl as steersman and a veteran in the rear really is a nice way to enjoy a bicycle picnic.

All minors in the club should be required to present a signed permission note from their parents or guardians, with their signature placed underneath the words, "I assume full responsibility." This will protect both the institution and faculty advisors.

Riders might be divided into groups according to ability—*novices,* or beginners, *intermediates,* who have ridden fifty miles a day, and *experts,* who have ridden a hundred miles a day or more. Tours might be planned for each group, with all joining at a given destination at noon, each class having taken a different route involving more or less mileage and hill-climbing difficulty. Half-day, one-day, week-end and vacation tours can be planned, also.

Easter week is ideal for a tour. One Long Island high school planned an Easter tour to the Pennsylvania Dutch country. The American Youth Hostels present one and two week planned tours in New England, the Middle Atlantic States, California, and other parts of the country. They usually cover about twenty-five to thirty miles a day, for many of the riders are novices. In the beginning, the club might join other experienced cycling groups and find out how a club run is conducted.

In planning a bicycle tour, these points should be considered:

1. Distance—from twenty-five to seventy-five miles daily, depending upon ability of riders.
2. Route—off the main routes where auto traffic is heavy.
3. Roads—hard surfaced roads are easier to pedal on than dirt and sand.
4. Destination—some scenic or historic spot.
5. Stop-overs, comfort stations and food along route.
6. Return route—via a different road.
7. Return via railroad, boat or bus.
8. Auto—to follow the riders with extra tires or tubes, pick up the weary.
9. Maps—one for everyone.
10. Host, hostess, pacemakers and rear guard—for stragglers and the weary.
11. Wind conditions—changing route if head winds are strong.
12. Hills—hilly terrain requires special gears and powerful riders. For most riders too many hills make the tour work rather than play.
13. Bad weather—avoid starting in the rain. Summer showers pass quickly.
14. Timing—plan to be home before dark for glaring motor lights are dangerous.
15. Accommodations—plan for overnight accommodations and hostels as well as meals.
16. Leaders or pacemakers—to set the pace at eight, ten, twelve miles an hour to suit.
17. Divisions—separating group into fast and pleasure division; fast division with lightweight bicycles and experienced riders; beginners and heavy bicycle division, which moves more slowly.
18. Formation—ride in column twos unless state laws require otherwise. In New Jersey, for instance, cyclists must ride single file in order to permit autos to pass more easily.
19. Plans for emergency—in case of a flat tire or mechanical trouble, the assistant pacemakers might stop and take care of the difficulty, letting the others move along.
20. Starting—last but not least, starting the tours on time. Allow ten minutes for lateness because of traffic delays, and then be off!

Back in the "gay nineties" era cyclists wore a riding costume. Today the cyclist wears any old thing that suits his fancy. Regulation jerseys with college emblems make a nice appearance. Shorts, knickers and divided skirts are among the practical bicycling outfits. Slacks are loose and sloppy, and may get caught in the chain and cause a serious accident.

When there is snow and ice on the roads the club might become interested in historical research on the bicycle. Scrapbooks, photograph albums, old prints, sheet music, programs and books on cycling may be collected and classified.

Over 250 books have been written on cycling in the past hundred years. My own collection of bicycle books numbers 222; some of them are French, German, Russian, Spanish, Italian, and Japanese. Currier and Ives have published about a dozen lithographs picturing the cyclists of the past century. A scrapbook of current news items relating to cycling is an inexpensive and interesting hobby. The College Cycle Club of New York has ten huge scrapbooks of clippings dating back to about 1870. Postage stamps picturing bicycles may be collected.

Members of a bicycle club should own their bicycles whenever possible. Rented bicycles often do not fit well and may not be in good condition. A three or four speed gear is good for hilly terrain. A folding bicycle is now available; it may be packed in an auto or taken into a subway.

Bicycling is fun, especially when enjoyed as a group activity!

World at Play

Youth Shines—The youngsters of Port Huron, Michigan, were not forgotten during the week-long Blue Water Festival-Centennial this summer. Sponsored by the city recreation department, a Youth Day was set aside. One of the day's features was a "Parade on Wheels," with over 150 children streaming through the downtown area of the city to Pine Grove Park. Boys and girls of varying ages competed for prizes with their decorated bicycles, fancily trimmed doll carriages, and wheeled floats—including a covered wagon, a surrey with the fringe on top, and a miniature coach on roller skates.

Following this event, judges selected a Playgrounds King and Queen, on the basis of personality, appearance and physique, a Freckles King and a Pigtails Queen. Formal coronation ceremonies for these winners of the Youth Day honors were held in the Memorial Park Stadium in the evening, prior to the performance of the Century of Progress pageant.

Summer Tales—A series of Seashore Story Hours for children, sponsored by the Brooklyn Public Library, was held on Thursday mornings during July and August in Center Lawn, Seaside Park, Brighton Beach, Brooklyn. Groups of children, including some from a nearby day camp, and parents, too, listened enthralled to the tales of storyteller Mrs. Hilda Armeson. This project was an informal supplement to the Brooklyn Library's weekly indoor storytelling hours, held when schools are in session.

Safe and Sound—A feature of the 37th National Safety Congress and Exposition, which will be held in Chicago, October 24-28, will be the panel discussion—"Students Evaluate Driver Education and Training—and How!" Fourteen boys and girls from seven cities in various sections of the country will take part, and Joe Kelly of "Quiz Kids" radio fame will be the moderator.

Other sessions during the congress will include those on safety education at the elementary level, the secondary level and the higher level; a meeting devoted to new safety films; a reception, banquet and Fun Fest.

Fore!—Golfers in the Los Angeles, California, area now are enjoying the result of years of planning by the city recreation and park department—the Rancho Municipal Golf Course which was opened for public use in July, following the holding of the U. S. Amateur Public Links Tournament on the new greens.

To assure golfing enthusiasts a fair chance to enjoy the course, the recreation commission has established certain rules to govern play. First come, first served is a strict rule for all, with no reservations for playing time accepted. The course gates open at 4:40 a.m. and play begins at 5.15 a.m. Players are issued tickets for foursomes.

Theatrical Services and Supplies

Excerpted from the *Virginia Drama News*, Extension Division of the University of Virginia

This source listing, compiled by the Department of Dramatic Arts of the College of William and Mary, should be a helpful reference for you and your drama group. The suggested sources have been checked to make sure of their willingness to serve small groups.

Theatrical Shopping Services

Theatre Production Service, Inc., 1430 Broadway, New York 18. Everything for the theatre—consultants, equipment and supplies. Attention of Jean Rosenthal; catalog available on request.

Movie Supply Company, 1318 South Wabash Avenue, Chicago 5. Projection equipment, movie screens, opera chairs, stereopticons, curtains and scenery made to order, complete theatre equipment and supplies.

Art Craft Theatre Equipment Company, 108 West 46 Street. New York 19. New and used cycs, window drapes, lighting equipment, motor controls, scenery, stage curtains, asbestos curtains, stage hardware, tracks, stage rigging; sale or rental. Catalog available.

Stage Hardware and Rigging

J. R. Clancy, Inc., 1010 West Beldon Avenue, Syracuse, New York. Complete line of stage hardware and rigging equipment. New catalog just off press.

Bruckner-Mitchell, Inc., 420 West 45 Street, New York. Manufacturers of stage rigging, catalog available on request.

Joseph Vasconcellos, Inc., 43 Dutchkills Street, Long Island City 1, New York. Successors to Peter Clark, Inc., stage rigging. Cut available from "Sweets" catalog.

J. H. Channon Corporation, 1447 West Hubbard Street, Chicago 22. Manufacturers of stage rigging. Catalog available on request.

Stage Lighting Equipment

Century Lighting, Inc., 419 West Street, New York 19. Manufacturers of lekolites, fresnelites, and so on. Catalog available.

Kleigl Brothers and Universal Stage Lighting Company, Inc., 321 West 50 Street, New York. Manufacturers and dealers in all types of stage lighting equipment.

Sol Weiner, 38 West 28 Street, New York. Complete line of scenic artists' supplies. Price list available.

Newton Stage Lighting Company, 253 West 14 Street, New York. "Lighting for the stage, particularly adapted for the needs of school and church auditoriums." Free illustrated price list.

General Radio Company, Cambridge 39, Massachusetts. Manufacturers and dealers of "variacs." Bulletin available on request.

Gelatine may be obtained from almost any stage lighting house.

Scene Canvas

The Astrup Company, 39 Walker Street, New York. Flameproofed and unflameproofed canvas and muslin. Specialists to the theatre trade.

Properties

Encore Studios, 410 West 47 Street, New York. Six floors packed with props from by-gone shows. Rental or sale. Properties made to order.

Felipelli General Flower and Decoration Company, 311 West 50 Street, New York. Paper and cloth flowers, leaves, vines, and plants; artificial decorations of every description.

Universal Flower and Decorating Company, 319 West 48 Street, New York. Theatrical flowers and decorations.

Scene Paints

A. Leiser Company, 48 Horatio Street, New York. Complete line of scene painters' colors and supplies. Catalog.

Gothic Color Company, 90 Ninth Avenue, New York 11. Complete line of scenic artists' supplies and colors. Catalog.

Aljo Manufacturing Company, 130 West 21 Street, New York 11. Complete line of scenic colors and dyes. Color cards available.

Sound Recordings

Gennet Records, Richmond, Indiana. Gennet sound effect recordings. Catalog.

Thomas J. Valentino, Inc., 1600 Broadway, New York. Distributor for Major and Gennet sound effect recordings. Catalogs.

Charles Michelson, 67 West 44 Street, New York 18. Distributor for Speedy-Q sound effect recordings.

Lang-Worth Features Program, Inc., 113 West 57 Street, New York 19. Mood music recordings. Catalog.

Make-Up Supplies

M. Stein Cosmetic Company, 430 Broome Street, New York 13. Stein make-up. Booklet of instructions available.

Paramount Cosmetics, 797 Seventh Avenue, New York. Mehron, Stein and Max Factor available from one source.

Gray's Drug Store, 1690 Broadway, New York 19. Specializing in all makes of stage and screen make-up.

Costume Rental

Eaves Costume Company, Inc., 151 West 46 Street, New York. Rentals from stock of over 100,000. Theatrical, historical and uniforms.

Brooks Costume Rental Company, 1152 Sixth Avenue, New York. Costume rental from stock of over 100,000.

Van Horn Sons, 12th and Chestnut Streets, Philadelphia, Pennsylvania. Large stock, specializing in educational dramatics.

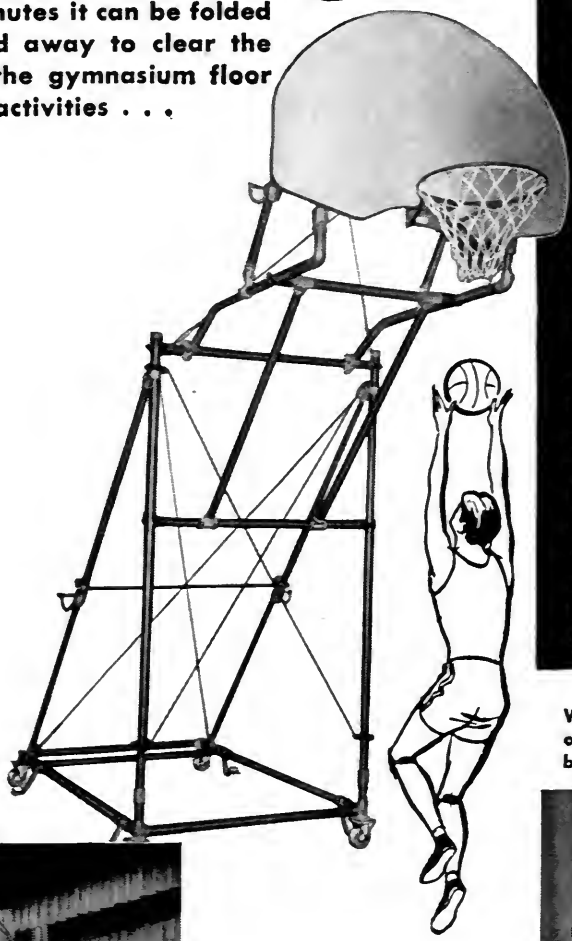
Lester, Ltd., 14 West Lake Street, Chicago. Theatrical costumes, fabrics and accessories. Specializing in costumes and materials for dances, revues, skits, and so on.

The Folding, Portable, Porter

Rollaway BASKETBALL BACKSTOP

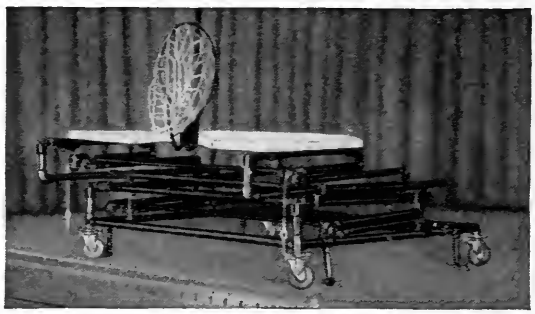
(REG. U. S. PAT. OFF.)

In five minutes it can be folded and rolled away to clear the stage or the gymnasium floor for other activities . . .



In use, it has the rigidity of a stationary backstop . . . but it can be whisked out of sight or set up again in a jiffy . . . It is secured to the floor by four easy-turning hand-wheels that screw into flush floor-plates, so no obstructions remain when the "Rollaway" is stored under the stage or in the equipment closet . . . Simply withdraw four lock-pins and the "Rollaway" collapses, and rolls away on 5-inch casters . . . Yes, these are some of the reasons why Architects, School Boards and Coaches unanimously agree the Porter "Rollaway" is in a class by itself . . . Further, the Rollaway complies with all official requirements, has the bank braced out 5-feet from the vertical support . . . and is supplied with either fan-shaped or rectangular bank . . . Write for attractive price and if for stage use give the distance from stage to playing court.

When folded for storage the Porter "Rollaway" is only 38-inches high (not including the goal). It can be stored under the stage.



Auditoriums can now be free of visible basketball backstops, thanks to the Porter "Rollaway". Removable in 5-minutes, nonetheless the "Rollaway" is as rigid as a stationary backstop.

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MANUFACTURERS OF PLAYGROUND, GYMNASIUM AND SWIMMING POOL EQUIPMENT

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A cowboy quadrille adds spice in Pontiac, Mich.

Make up a Party at YOUR House

Milwaukee Introduces a New Wrinkle in Its Local Square Dance Program

GET INTO THE dance, with some lively music and a good caller! This has been the community cry in Milwaukee and the whole State of Wisconsin, one of the hotbeds of the square dancing enthusiasm now sweeping the nation. From all reports, they really have fun out there. Today classes are conducted for beginners, advanced square dancers and callers at eleven various social centers, with the largest gatherings at the Wisconsin Avenue social center. The windup of the season is an all-city square dance jamboree for all class members.

But the latest wrinkle, also spearheaded by the Milwaukee Department of Municipal Recreation, is the opportunity to learn to square dance by radio, thus bringing this gay activity right into one's own home. Can't you picture the youngsters and their friends and grandpa having a riotous time untangling themselves from a mixed-up set? It can happen here!

The department, in cooperation with the *Milwaukee Sentinel* and radio station WISN, has been conducting a radio series of square dance instruction every Saturday night at ten o'clock, continuing for thirteen weeks. The *Sentinel* publishes a page of diagrams each Saturday morning as a visual aid for use while listening to the radio instruction. Through daily stories the paper is encouraging readers to make up a party in their homes each Saturday night and follow the calls. The radio square dances are broadcast for relaxation, fun and neighborliness, which all adds up to Milwaukee "gemuetlichkeit."

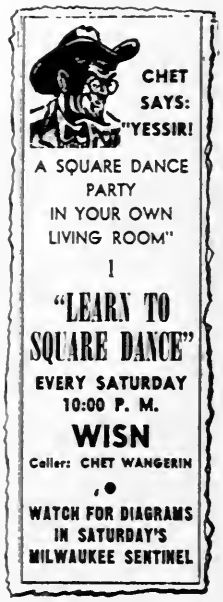
When the radio station broadcasts the square dance calls, a set is working in the studio with the caller. The first program featured specific instructions and practice in the basic steps of the square dance. Radio listeners receive the instructions and follow the caller; and if they get mixed up, as they will, they are asked to fall back to the home position and wait for the next call.

The square dancing in the program of the Milwaukee Recreation Department appeals to all ages, from teen-agers to adults. Classes that have been

started in the various social centers are filled to capacity. Dancers in the advanced groups appear in costumes of gingham dresses for the women and plaid shirts for the men. Enterprising stores are capitalizing on the square dance interest by advertising western skirts of washable denim, trimmed with white suede fringe, pockets and belt loops, ranchers' hats, neckerchiefs and boots for the women. The men wear "Big Bill" hats, neckerchiefs, frontier pants, boots and both plaid and two-toned shirts.

The square dance jamboree held in the Milwaukee Auditorium in January attracted some 5,000 dancers. The recreation departments of West Allis, Whitefish Bay, Wauwatosa and West Milwaukee, all in the Milwaukee metropolitan area, have large groups of square dancers in their recreation centers. Commercial square dances are also being conducted in country dance halls within a fifteen-mile radius of Milwaukee. Last summer the Milwaukee Department of Municipal Recreation conducted square dancing outdoors on the lighted tennis courts and attracted good crowds.

The class for callers conducted by the department has a good enrollment, and not only assures the square dance fans that callers are available whenever a group meets, but teaches them how to call their own. Many a quiet, retiring person has surprised and delighted himself and his friends. New callers are now blooming like the rose! With the new radio program, every square dancer has an opportunity to enjoy himself in his own home, to try his wings with as much privacy as he desires.


CHET SAYS: "YESSIR!
A SQUARE DANCE PARTY IN YOUR OWN LIVING ROOM"
"LEARN TO SQUARE DANCE"
EVERY SATURDAY 10:00 P. M.
WISN
Caller: CHET WANGERIN
WATCH FOR DIAGRAMS IN SATURDAY'S MILWAUKEE SENTINEL

Community Grandmas of 1949

Teresa V. Larson

Surely times are changing, for in dear old days of yore
We knew that grandma'd keep the kids when we went to the store.
And always after wash days, with piles of clothes to mend,
On our grandma with her thimble we always could depend.

But now with recreation parks in every neighborhood,
The youngsters rush to playgrounds while their grandma's getting good
At "do-si-do yer partners" and then "promenade the hall,"
Ignoring aches and rheumatiz to "swing yer partners all."

Of course on afternoons they find no men are to be had,
But does that stop them? No, siree! Some take the part of Dad.
With overalls and son's gay shirts, bandanas and a cap
They make the cutest, gay old blades to "swing that gal with snap!"

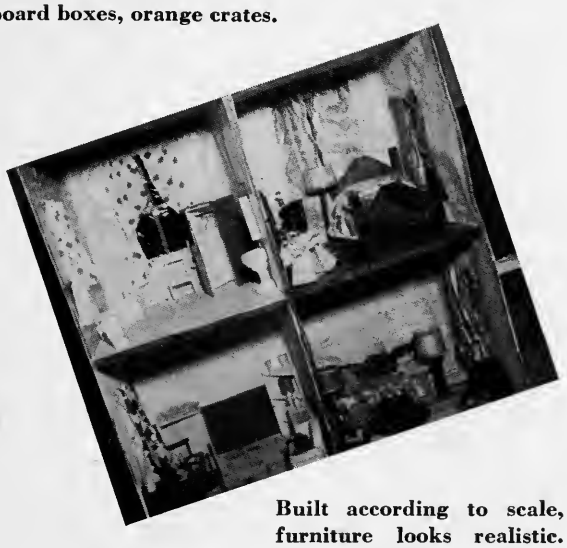
They swing 'em hi—they swing 'em low—they "hurry to keep time,"
Their eyes are bright, their steps are light, they "balance four in line."
In olden days Gram shook her head in dignity and scorn
At antics of the light in heart, but now she seems reborn.

With circulation so stepped up, and cheerful plans ahead,
She seems more understanding; so we don't mind being led
Along life's rocky pathways, sharing bad and good,
For we are junior partners in both fun and livelihood.

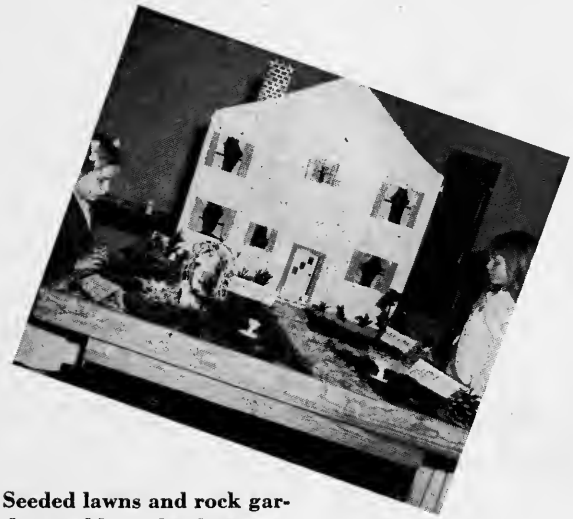
Doll House Contest

A. J. GATAWAKAS

Houses are made of cardboard boxes, orange crates.



Built according to scale, furniture looks realistic.



Seeded lawns and rock gardens add to landscaping.

ALTHOUGH THE housing situation has assumed a significance of national proportions, with problems of labor, costs, material, and the like remaining to be solved, these obstacles vanished in the face of a determined and uninhibited approach to the housing shortage by the "small fry" of the City of Norfolk, Virginia.

Sponsored by the Recreation Bureau, a city-wide doll house contest proved, beyond a doubt, that the task of providing future housing accommodations will be in capable and qualified hands. The imagination and ingenuity exhibited by these embryo architects, interior decorators, carpenters, and so on, have proved, in many instances, to be nothing short of amazing. The architectural design, landscaping and interior furnishings of these miniature homes provided ample confirmation of their ability.

Cardboard boxes and orange crates were used for the main structure. The size of the houses varied from a four-room home to a seven and a half-room, three-story building. Furniture was carved or fashioned from soap, clay (ceramics), wooden tongue-depressors, thread spools, clothespins, buttons and match sticks. Handwoven rugs and linoleum squares decorated the floors.

Each community center had one doll house as its project, and all the boys and girls contributed their bit toward its completion. The "heavy work"—erection of the houses, rock gardens, the walks—was done by the boys, and the girls added the feminine touch to the interiors.

All of the furniture and equipment was constructed according to scale. Some of the rooms looked so realistic and comfortable that one felt the urge to relax in the living room or play a game of ping-pong or shuffleboard in the recreation room. The acquaintance of the children with modern miracles of science was illustrated by one living room which contained a television set.

Other outstanding interior features included pleated lamp shades, small bone rings for draperies and shower curtains, miniature magazines on card tables, a tile bath, a play pen in the nursery

Author, assistant director, Norfolk Recreation Bureau.

with a baby in it, a clock with movable hands, a reproduction of an oil painting, and more. Among other special features of the exhibit were a picket fence, real glass windows, venetian blinds, a lily pond, a china closet, brick walls, a flagstone walk, a fireplace, a medicine cabinet, awnings, a country home style house, a mail box, a hand woven nylon rug, window boxes, and so on.

Most of the houses had a garden and lawn. One actually had a seeded lawn and a small rock garden. Another boasted of a backyard playground with a hard-surface area and playground equipment. A fish pond adorned the front lawn of one imposing residence. Another had a rose trellis and lily pond, and one home could be reached via a flagstone walk. Colored sawdust and green sweeping compound passed for lawns very realistically.

Ribbons were awarded each center according to the following judging sheet, and personal recognition of the children's efforts was made by the use of table cards reading, "Architecture by ——," "Interior Decorating by ——," "Landscaping by ——," and listing the name or names.

The houses will remain at each center as an integral part of its physical facilities. The youngsters will use them regularly as a realistic background for their "grown-up" tea parties, and undoubtedly plan for future structural additions and interior renovations.

Judges Score Sheet

1. Best constructed and durable house and furniture.
2. Best landscaping of exterior.
3. Most originality in interior decorating.
4. Most beautiful home (interior and exterior) and furnishings.
5. Most suitable plans and architecture for this climate.
6. Most harmonious in color and furnishings selections.
7. Most convenient arrangement of floor plans and furnishings.
8. Most home-like atmosphere.
9. Best built furniture.
10. Most original idea.

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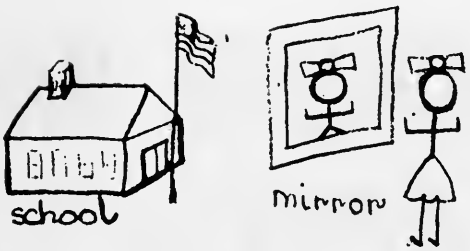
Karen Newton



ARTIST is played by a group with one person, usually the teacher, acting as leader. The players are divided into teams of four or five. Each team is given a pad of paper and a pencil. One person from each team is chosen artist.

The artists go to the leader, who shows them a paper with a word or a group of words written on it. For example, the paper may say "mirror." Then the artists go to their teams and without saying a word draw on their pad a picture to suggest the word "mirror." The members of a team try to guess the word before the other teams can guess it. The winning team, the one which can guess the word first, scores one point. Each player is the artist of his team in turn.

The artists must not speak a word while making their pictures and may not write any words or numbers on their pictures to help their teammates guess what they have drawn. The artist may nod "yes" or "no" to tell his teammates whether they have guessed what he is drawing. The leader should be prepared with a list of suitable words, such as mirror, snowshoe, doughnut, steeple, baby, candle, school, tail, bow and arrow, shoes and socks, horse, fire, rose, cheese.

MATCH UPS. Collect two each of a number of small objects, such as keys, spoons, pencils, erasers, balls, nuts, nails, screws, buttons, safety pins, bobby pins, paper clips, rubber jar rings, rubber bands, corks, and clothespins. Have as many different objects as there will be children in your group.

Give a different object to each child. Have the remaining objects in a box or piled on the table. Have the children find the mates in the pile. Repeat this several times, giving each child a new object for each game. When it is time to put the objects away, have the children arrange them on the table in pairs, beginning with the smallest ones. As you put them back in their box, talk about the objects and for what they are used.

ANIMAL TEAR OUTS. Give each child a sheet of colored construction paper. Tell him to tear it with his hands into an animal, making his animal as large as possible. Allow about ten minutes for this and then have the animals tacked onto a cardboard to show them off. Use white for the dark colors and black for the light ones. Instead of animals you may have birds, flowers, things to eat or the "person on your right" torn out. Sometimes it is fun to save the scraps of paper from your first tearing to use for a second and third tearing, though this will mean that some of the finished products will be tiny.

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In the Field - - -

Ralph Van Fleet

RALPH VAN FLEET is a big man who takes to life in Florida like a native. All of his work for the National Recreation Association has been done in that state and in Georgia. "A wonderful place to live and work," he says, "wonderful." His manner, which is easy and sociable, helps considerably with his success in the recreation field. Always, however, it is kept directly in line with a strong adherence to principle and forceful purpose, which will brook no interference.

Van was born in a small town in Pennsylvania, settled by the Van Fleets and called Fleetville. His early education was a more or less local affair, for he went to Keystone Academy in Factoryville and then to Mansfield State Normal School, where he majored in physical education, and from which he was graduated in 1918. The Army immediately claimed his services, but after a year he was free to start a teaching career.

There was a job open in a rural Pennsylvania school—one of those serving about forty children and eight grades. He took it on and, along with teaching everything else, instructed the children to play and really to have fun. Van has never believed in the old formalized gymnastics and from the beginning was one of the progressive group in physical education who believes that the best of physical and other values can most effectively be achieved through the enjoyment of informal play.

At the end of three years he moved to St. Petersburg, Florida, to take a job as teacher and principal and supervisor of physical education in the public schools. There, too, he stayed for three years, during which time he was persuaded to accept the additional responsibilities of superintendent of local parks. He was enjoying it, and might have stayed longer had he not surprised himself by being lured to Clearwater and a job as organizer and director of an ambitious church recreation program. It was a challenging one, to be generously financed, aimed at serving everybody in the community, supplied with a new and beautiful building, and was sponsored by the Peace Memorial Presbyterian Church. Van turned the offer down at first, but finally was won over when they made him realize the potential scope of the work, and the free hand which was to be given the person in charge.

He started with a community youth program which almost immediately jammed the doors and rapidly grew into a program for adults, too. He stayed with the project, always expanding it, until a city recreation department was formed, at which time he became city superintendent of recreation. The change came after five years, when the church narrowed its program to one for church members only—and Van turned to the city for wider service. A political turnover in Clearwater in 1939 resulted in his resignation and move to Panama City, where he took a principalship with the county schools.

For several years he had been growing acquainted with the National Recreation Association through an old-timer—J. B. Williams, then NRA district representative in the area. Mr. Williams introduced him to a National Recreation Congress in Atlantic City in 1936. There he met the late Howard Braucher, George Nesbitt, John Faust and other Association personnel. He remembers

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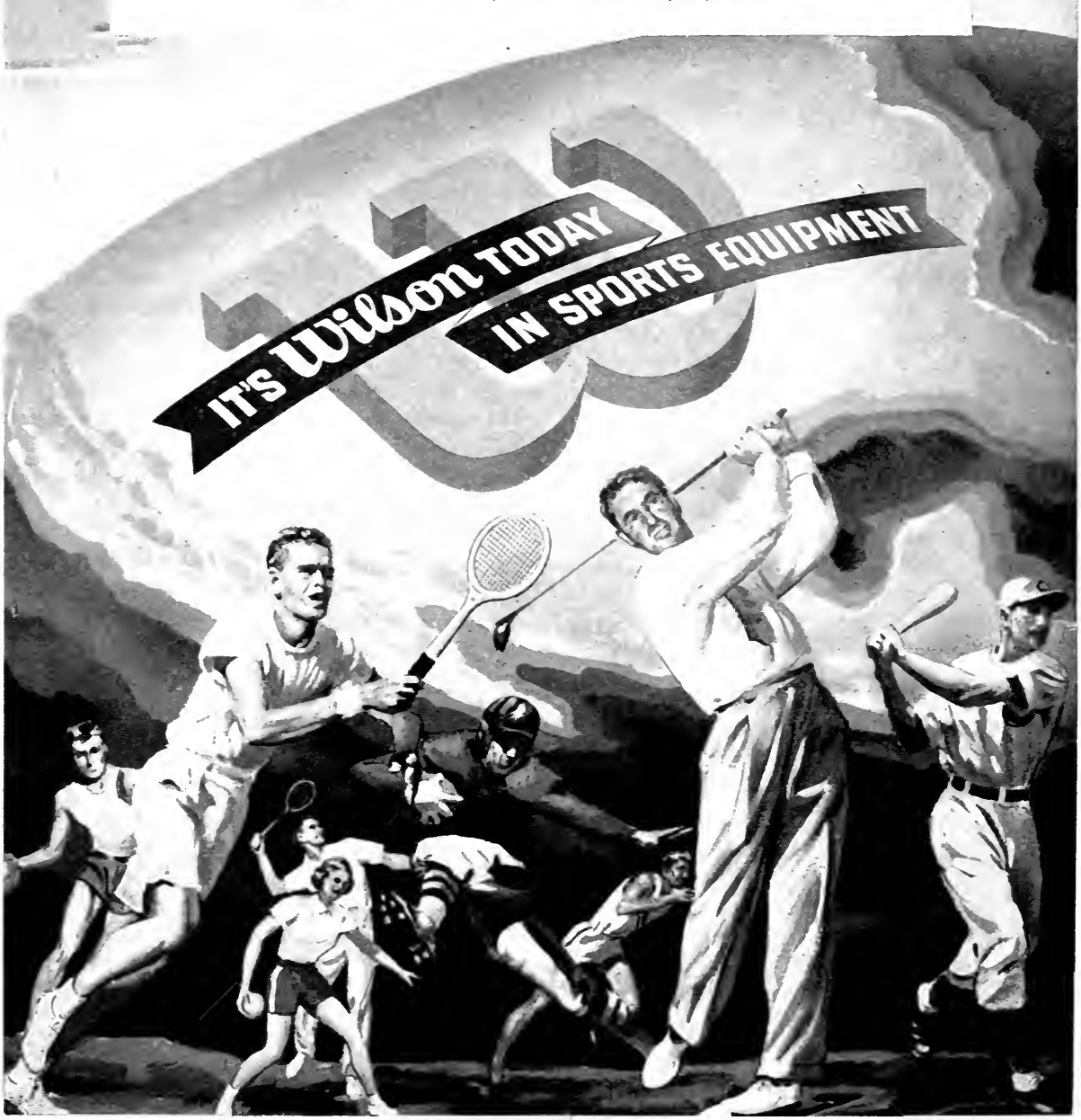

being particularly impressed by Mr. Braucher at the time—seeing him address meetings, hearing him in discussions.

It was natural then, that Ralph Van Fleet would welcome the opportunity to do a wider job, under the leadership of this man, when such an occasion presented itself. He was in his hotel room in Panama City one night when the phone rang, and Charlie Reed was on the line telling him that he had been selected as the Association's district representative for Georgia and Florida. He came to New York for an interview and in February, 1946, gladly accepted a position with the National Recreation Association.

Through the succeeding years he has found, as he anticipated, that the satisfactions of the job are many. Among them he first mentions the people he meets. He says, "I think I work with some of the best people in the world. When you go into a city and seek out those who are thinking in terms of bettering the welfare of the community, you find the best, clearest thinking people in the town. I always have a desire to visit every city in my area."

Van feels that it is so easy to get into a rut, to ride along doing the same old thing, taking the line of least resistance, and emphasizes that a program should grow, should have variety, be different each year. When a new recreation superintendent asks him for advice he says: "First, as a superintendent you can behave yourself, do as you are told, not make anybody mad, stay between 'yes' and 'no,' and you'll probably be right there for years and never be worth a darn. *On the other hand,* you can go in there and really do a job, stand up for what you know should be done—and you may stay a long time or you might be out in two years' time. Take your choice."

He vigorously stresses the importance of doing a good over-all community recreation job which, of course, involves working closely with, and helping all other local agencies concerned with recreation interests.

One last satisfaction, but certainly not the least, is the opportunity to meet with other professional recreation people in groups and conferences. He says that you find there a warmth of feeling, informality, understanding and fellowship seldom found in other groups—and he has been to meetings and conventions of many different kinds. "Recreation people seem to belong to an invisible fraternity," he states, "and being one of them is one of the greatest experiences a man can have."

Of course, as district representative you run up against a variety of problems, as you do in any job. One problem in his district is that of fighting to keep recreation out of politics, and of getting boards to employ qualified recreation leadership instead of local political choices. Another area problem is that of helping communities to "keep pace." They usually want to advance as rapidly as other communities which they hear about; they want their budget to advance as fast as other budgets.

About the matter of proper planning of recreation facilities, he says, "Many of our cities are prone to spend a great deal of money for facilities without giving proper attention to location, needs or to the people whom they are to serve. They'll have five acres in an inconvenient spot and say 'Let's use those.' There is a general lack of foresight in planning."

In program, too, Van is concerned with a lack of imagination in planning, especially for playground activities. Van himself has the faculty of stirring the imagination of children in anything to be done, even in work. When he taught gym, everything was a game. When the youngsters were using the traveling rings, for instance, they were "taking a trip" to some definite place, calling out the names of stations as they moved from ring to ring. He believes that you have to get down to their level and do what they want to do, like to do, and then help them learn. They must have adventure, new things to interest them.

While working through Florida, Ralph Van Fleet managed to continue college work and received his B.S. degree in physical education and sociology from Southern College at Lakeland. Other college courses were squeezed in along the way, and he has always contrived to take what short courses he could from the National Recreation Association.

It was in Florida, too, that he met and married his wife, who was then teaching in St. Petersburg. Now, the Van Fleets, who own their own home in Clearwater, have two boys, both University of Florida students. "Our home," says Van, "is a place of relaxation and rest, where we can all do what we like to do." There, he and his boys work together in developing new species of plants, fruit and flowers. Van is a plant fiend, and one of his favorite leisure-time pursuits is just being at home, working with his roses, experimenting with new varieties of flowers and rare plants. Actually, his number one leisure-time hobby is to travel with his family, enjoying the sharing of new experiences and adventures whether for one day, or a month. They love to see new places, have picnic lunches, go mountain climbing, see a few ball games—together.

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Phoebe Hall Valentine Retires

● Mrs. Phoebe Hall Valentine retired on the first of August after twenty-eight years of effective service as Executive Director of the Smith Memorial Playgrounds and Playhouses in Philadelphia, Pennsylvania. At its inception, the Smith Memorial, now fifty-five years old, was and still is a most forward-looking charitable trust, administered by the Fidelity-Philadelphia Trust Company. It was created under the wills of Richard and Sarah A. Smith, and provided first for the erection and operation of a beautiful playhouse and playground in East Fairmount Park, opened to the public just fifty years ago this past summer. Some twenty years later, after careful study and consultation with other recreation and social agencies in Philadelphia, the trustees began to acquire and develop several effective play centers in the congested areas of the city.

In 1921, while serving as Commissioner of Charities for the City of Schenectady, New York, Mrs. Valentine was called to Smith Memorial. Because of her broad background of knowledge and training in the field of social work, and her intense interest in healthful and happy recreation for the city child, she was appointed executive director of the project. Since then, she has carried the responsibility for the general supervision of the projected plans of the founders of the trust.

Mrs. Valentine has interpreted the purpose of the founders as not just to keep children off the streets, but to demonstrate the value of education through play—education not only in arts, crafts and sportsmanship, but also in the rarer art of living, working and playing together with friendship and good will. She believes that the intangible influence of this experience in the lives of thousands of children is the real memorial to the founders.

Mrs. Valentine's constant effort to keep high the personnel standards of her project has been a rewarding contribution to its success. To bring maximum benefits to the thousands of children using the centers, she has felt that all leaders should have as much preparation and experience as possible in the fields of recreation, education and social work. With the spirit of a pioneer in good works, Mrs. Valentine also has contributed helpfully through active board and committee work to other fields of social welfare. For many years she has had a deep interest in recreation in children's institutions, and has frequently attended the national recreation congresses. By the appointments of several Pennsylvania governors, she has served on the Board of Mothers' Assistance and on the Philadelphia Board of Public Assistance. Other fields of active interest have included the blind, the aged, the juvenile delinquent and the minority groups.

Now that she has retired from active duty, Mrs. Valentine will have more time for many of her other personal interests, such as taking simple nature walks or poking around in roadside antique shops. Her countless friends wish her much happiness and contentment.

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J. Edward Hargraves

J. Edward Hargraves, well-known city recreation director, died in his native Chattanooga, Tennessee, on August 5, 1949, at the age of forty-six, after a heart illness of less than a day.

Mr. Hargraves attended Chattanooga public schools and the University of Chattanooga, later taking graduate studies in business and law. He was associated with the Chattanooga public school system for sixteen years as teacher and coach, serving part of this time as director of recreation for the city. Since 1934, the year of his appointment as director, he had done much to give Chattanooga a good public recreation system and to increase the city's interest in, and enjoyment of, organized amateur sports.

In all of his work Mr. Hargraves kept before him, as one of the important objectives, equal recreation opportunities for Negro and white citizens. Only a few days before his death he had the pleasure of seeing a new public golf course opened for the Negroes.

Mr. Hargraves believed heartily in adequate training for recreation. It was his custom to arrange for leadership training institutes for his staff each year. He wrote the National Recreation Association earlier this year: "It is my thought that no department of recreation can travel any faster or obtain any height beyond the individual training and efficiency of the staff."

The interests of Mr. Hargraves were broad and varied. An ardently active lay worker in the Methodist church, he was also active in the Optimist Club where he had served as president and as district governor. Locally he served the Optimists so effectively as chairman of the Boys' Work Committee that he recently had been appointed professional advisor on boys' work for Optimist International. He was active in meetings convened by the National Recreation Association, serving as a discussion leader at the National Recreation Congress in Omaha last year and as a session chairman at the Tri-State Recreation Conference in Jackson, Mississippi, in March of this year.

Prominent in athletic circles in the southern district, Mr. Hargraves had served as district chairman for the Amateur Athletic Union, commissioner of the Southern Basketball League, southern director of the American Baseball Congress, president of the Tennessee-Georgia Baseball League and of the Times Twilight Baseball League. Friends and colleagues of Ed Hargraves will always remember him as a friend of youth.

New Publications

Covering the Leisure Time Field

Stories to Read and Tell

Something Old, Something New, by Dorothy Canfield. William R. Scott, New York. $2.50.

Feasts and Frolics, selected by Phyllis R. Fenner. Alfred A. Knopf, New York. $2.50.

NOW THAT PROGRAMS are moving indoors, storytelling is more than ever in order, and leaders will be pleased to know that two new, very good books have just been published.

In *Something Old, Something New,* Dorothy Canfield, one of our best storytellers, retells favorite family stories of real people with a warmth which makes the pioneer spirit come alive. The tales she relates—some romantic, some heroic, some humorous—depict the lives of the people who were and are America.

Feasts and Frolics is a delightful collection of stories which will transport you to many different worlds. In this book you'll find special stories for special days—Easter, Thanksgiving, Independence Day and fourteen others—which can be enjoyed on other days of the year as well.

Shower Parties for All Occasions

By Helen Emily Webster. The Woman's Press, New York. $3.00.

AS A LIBRARIAN, Miss Webster must answer requests for all kinds of information, and she has observed an increasing demand for shower-party ideas in recent years. Her book, therefore, is an answer to this need.

Successful parties do not just happen, but are planned so carefully that the details are not apparent and the activities appear to happen spontaneously. "Simply a born hostess," guests are heard to say after a delightful evening, unaware that planning is the basic secret. Here, however, Miss Webster has assembled a collection of ideas and suggestions for unusual parties which not only goes into pre-party planning but shows that they may be inexpensive and easy-to-give as well as entertaining.

Actually, the parties covered include not only engagements, but anniversary, baby, going away and birthday celebrations, complete with unique themes, decorations, games, menus. A chapter, "Set the Stage for Fun," gives detailed instructions for making favors, place cards and decorations for the table, walls and light fixtures.

Miss Webster's familiarity with different parts of the United States is evident in the regional and seasonal flavor which she has given to her party ideas. Special hobby interests in such things as books, photography, gardening and music also are reflected throughout the book.

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Recreation Training Institutes

October 1949

HELEN DAUNCEY Social Recreation	Lakes Charles, Louisiana October 3-7	O. D. Johnson, Superintendent of Recreation, City Hall
	Baton Rouge, Louisiana October 10-14	R. M. Hileman, Superintendent, Recreation and Park Commission, 115 St. Louis Street
	Evansville, Indiana October 24-28	S. J. Medlicott, General Secretary, Y.M.C.A., Fifth and Vine Streets
	Montpelier, Vermont October 31-November 11	Mrs. A. O. Brungardt, Vermont Director of Recreation, State House
RUTH EHLERS Social Recreation	Baltimore, Maryland October 3-7 October 10-14 October 31-November 4	Miss Ethel Sammis, Assistant State Supervisor of Physical Education and Recreation, 1201 O'Sullivan Building
ANNE LIVINGSTON Social Recreation	Dallas, Texas October 3-7	W. H. Keeling, Superintendent of Recreation, Dallas, Texas
	Austin, Texas October 10-14	Beverly S. Sheffield, Director, Austin Recreation Department
	Houston, Texas October 17-21	Arnold R. Moser, Superintendent of Recreation, 501 City Hall
	Morgan City, Louisiana October 24-28	George Buckley, Superintendent of Recreation, City Hall
	Texarkana, U.S.A. October 31-November 4	Alba J. Etie, Jr., Superintendent of Parks and Recreation, Municipal Building
FRANK STAPLES Arts and Crafts	Arlington Virginia October 10-21	Mrs. Ruth V. Phillips, Department of Recreation, Arlington County, 3700 Lee Highway
	Kansas City, Missouri October 24-November 4	Mrs. Verna Rensvold, Superintendent of Public Recreation, City Hall
GRACE WALKER Creative Recreation	Rustburg, Virginia October 10-14	Miss Fay Moorman, Chairman, Recreation Committee, Campbell County School Board
	Winston Salem, North Carolina October 17-28	Loyd B. Hathaway, Superintendent of Recreation

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Recreation

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On the Cover

Boy with Book, by James Chapin, courtesy Associated American Artists Galleries, 711 Fifth Avenue, New York. Available for $7.50 matted and in color.

Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends. Come, let us read.

EMILIE POULSSON

Inscription in the Children's Reading Room, Hopkinton, Massachusetts, Public Library.

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Recreation

NOVEMBER 1949

THE MAGAZINE OF THE RECREATION MOVEMENT

A DREAM

From the mountains come visions and sermons and commandments in all centuries and in all countries.

Down from the mountains came a group of wise men—wise men from many lands and many ages.

And I heard them as they came singing.

And what of wisdom do you bring me

From the ages since the world began?

I asked them and they answered me in song and this is what they answered as I caught some of the words.

* * *

Know ye that there is one God and He is a God of Life and Light.

Let first things be first.

First—live—thou and thy children forever and forever, thou and all that are within thy gates. The world belongeth unto God and unto His children forever and forever.

Live each day and accept no plan for the days that leave no time nor place nor way for living.

Cherish all that buildeth man, forever and forever.

Know ye that our God is a God of music, of drama, of the arts, of sports, of nature.

Know ye that all that buildeth men belongs to God and to thee—forever and forever.

Forget not the dignity and the worth of the individual as a child of God of whom thou art one.

Ever and always—whatever the cost keep thyself free—free from every form of slavery.

Remember this God's world may be kept friendly.

Remember again and yet again the world in which thou livest belongeth unto God and unto thee.

Howard Braucher's editorials will appear through Volume Forty-three. A few of these were written by him shortly before his death, May 22, 1949, and have never appeared in print; others are reprinted by request.

A DREAM

Keep thou thy world as a place to be lived in, thou and thy children and thy children's children—forever and forever.

Let beauty and truth and honor be first.

Let neither gold nor silver nor brass nor stocks nor bonds nor lands nor factories be placed first before thy God and the needs of His people.

If thou wilt place God and His people and the needs of the life of man first, then know ye that all other things needful shall be added unto thee forever and forever.

Give honor to thy father and thy mother and thy home.

Build strong thine own home as a fortress of thy God.

Men and women—be not afraid—let not sex have domination over thee in a world full of beauty and comradeship and so much that belongs to God and man.

* * *

Hate not—except the hate that is within thine own heart.

Kill no man's spirit, thine own, nor thy neighbor's.

Care for thy neighbor's welfare as for thine own.

Desire intelligence, wisdom, freedom from fear and want, and life itself for thy neighbor as for thyself.

Desire naught for thyself that thy neighbor with equal gifts may not secure for himself.

Keep not from thy neighbor aught of beauty that has value for thee.

"Do justly, love mercy, and walk humbly with thy God and thy neighbor."

Be not a slave to the science and the knowledge thou hast thyself created.

Bow not down to the tools and the machines thou hast made. Neither shalt thou worship them.

Let science and knowledge, let tools and machines serve God and man.

* * *

Bow not down to the institutions thou has created nor worship them. Let thine institutions serve thee.

On the seventh day and on many special days sing and rejoice and let thy labor be such as buildeth thy soul and maketh thee to be glad thou art alive.

Rejoice that thou mayest work to build a world in which thou and thy neighbor, thy children and his children may be equally secure forever and forever.

Rejoice and yet again rejoice that thou art a child of God and all men may become thy brothers—forever and forever.

* * *

The dream passed—the words died slowly away—yet the triumphant note of the song—rejoice and yet again rejoice—forever and forever remained. Some of the singers seemed to me to have come from Egypt, from China, from Babylonia and Assyria, from India, from Greece, from Rome, from the North Lands, and from the South Lands, from many holy lands of many people. But always the people who sang—in the dream—were coming down from the mountains and a special light was on their faces. I believed that some of them were thinking of Mount Olympus, some of Mecca, some of Jerusalem, but all were turned toward the future.

April 1944 HOWARD BRAUCHER

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

To Recreation:

"Regarding the cartoon cover on your April Recreation magazine, we had it blown up to a huge poster size, and used it as part of a window display about department activities in San Francisco's largest department store—The Emporium. It caused much interest and amusement for shoppers and passers-by."

Edward A. McDevitt, *Secretary, San Francisco Recreation Commission.*

"I would like to tell you how much I appreciated the May issue of Recreation in which you gave so much attention to the needs of those whom you have very aptly termed 'the Older Adults.' I think it is a very fine number and the suggestions offered in the articles are of particular interest to us in view of the fact that we are endeavoring to meet some of the needs of these older citizens through the medium of our Eventide Homes for Men and Sunset Lodges for Women."

E. T. Waterson, *Men's Social Service Secretary, Salvation Army, Canada.*

"Your article in the September issue of Recreation—'An Approach to Recreation Planning'—was read with a great deal of interest. Why can't you give us more on recreation planning, both comprehensive and in detail, in the Recreation publication? I believe it would be appreciated by both the planners and the persons engaged in the operational phase of recreation."

Thomas C. Jeffers, *landscape architect, Washington, D.C.*

"The Howard Braucher memorial publication is an inspiration to the cause of recreation."

W. W. Laird, *Wilmington, Delaware.*

To Subscribers and Contributors:

This is just "hello" and a reminder following up the conversations which we had with many of you at the Congress in New Orleans. To all and everyone, whether we met you or not, we'd like to point out that we are especially interested in receiving from you, among other materials, the following items:

Television—Ways in which the use of television can be integrated into an *active* recreation program. How can it be used to stimulate greater participation?

Games—Two or three of your favorites—those most popular and successful at your social gatherings, or on the playground (please specify which).

Poetry—Some of you must have a poetry writing group in your program. You no doubt have noticed that we are publishing poetry from time to time. We could use more of it!

Humor—Doesn't anything humorous ever happen while conducting a recreation program? Come now! We want some humorous incidents, entertaining little human interest stories. There must be hundreds of them, but only *you* can give them to us.

How-to-Do—We'd like to have more how-to-do material, telling others not only of some good program activity, for instance, but explaining why it is successful and telling readers how-to-do it.

Crafts—More good crafts material, please; craft projects in detail.

Send us the kind of material that *you'd* like to see in Recreation!

Dorothy Donaldson
Managing Editor, Recreation

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THANKSGIVING

Over the river and through the wood,
To grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood,
Trot fast, my dapple-gray!
Spring over the ground
Like a hunting hound!
For this is Thanksgiving Day.

Over the river and through the wood,
Now grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

LYDIA MARIA CHILD

What we All should know about THANKSGIVING

THANKSGIVING, as we all know, began long ago as a New England holiday, and for 200 years was confined to that part of the country and adjacent regions. When, driven by religious persecution from England, the Pilgrims landed at Plymouth Rock that bitter December, in 1620, they did not find a country of abundance. One out of every two families perished from cold, hunger or disease. Therefore, when fortune finally smiled upon the little group and November, 1621, brought a bumper crop, Governor William Bradford ordered a three-day feast of thanksgiving.

It is from this three-day celebration, and a similar day of religious thanksgiving held by the Pilgrims on July 30, 1623, to express thanks to God for a favorable change in the weather that saved the crop and prevented wholesale starvation, that our modern Thanksgiving is derived.

It was not until 1789 that the president of the nation—George Washington—proclaimed it as a national holiday. He designated Thursday, November 26, as a day of general thanksgiving on which we would also ask God "to enable us all, whether in public or private stations, to perform our several and relative duties properly and punctually." What has been lost sight of, however, is that apparently he was not pleased with this initial celebration, for he did not again proclaim the holiday until six years later, when he moved the date to March, 1795. President John Adams, too, chose dates at variance with the New England conception of the holiday—and appointed a day in May, 1798 and in April, 1799, for such festivities.

After Adams left office, no president did anything about it until Lincoln, in the midst of a civil war, again set Thursday, November 26, "as a day of thanksgiving and praise to our beneficent Father who dwelleth in the heavens."

This, actually, was the beginning of our modern Thanksgiving day, and much of Mr. Lincoln's simple and beautiful message to the nation is as timely today as it was when it first was delivered:

The year that is drawing toward its close has been filled with the blessings of fruitful fields and healthful skies. To these bounties, which are so constantly enjoyed that we are prone to forget the source from which they come, others have been added which are of so extraordinary a nature that they cannot fail to penetrate and soften even the heart which is habitually insensible to the ever-watchful providence of Almighty God.

In the midst of a civil war of unequal magnitude and severity, which has sometimes seemed to foreign states to invite and to provoke aggression, peace has been preserved with all nations, order has been maintained, the laws have been respected and obeyed, and harmony has prevailed everywhere, except in the theater of military conflict, while that theater has been greatly contracted by the advancing armies and navies of the Union.

Needful diversions of wealth and of strength from the fields of peaceful industry to the national defense have not arrested the plow, the shuttle, or the ship; the ax has enlarged the borders of our settlements, and the mines, as well of iron and coal as of the precious metals, have yielded even more abundantly than heretofore. Population has steadily increased notwithstanding the waste that has been made in the camp, the siege, and the battlefield, and the country, rejoicing in the consciousness of augmented strength and vigor, is permitted to expect continuance of years with large increase of freedom.

No human counsel hath devised nor hath any mortal hand worked out these great things. They are the gracious gifts of the Most High God, who, while dealing with us in anger for our sins, hath nevertheless remembered mercy.

It has seemed to me fit and proper that they should be solemnly, reverently, and gratefully acknowledged, as with one heart and one voice, by the whole American people. I do therefore invite my fellow-citizens in every part of the United States, and also those who

are at sea and those who are sojourning in foreign lands, to set apart and observe the last Thursday of November next as a day of thanksgiving and praise to our beneficent Father who dwelleth in the heavens. And I recommend to them that while offering up the ascriptions justly due to Him for such singular deliverances and blessings they do also, with humble penitence for our national perverseness and disobedience, commend to His tender care all those who have become widows, orphans, mourners, or sufferers in the lamentable civil strife in which we are unavoidably engaged, and fervently implore the interposition of the Almighty hand to heal the wounds of the nation and to restore it, as soon as may be consistent with the divine purposes, to the full enjoyment of peace, harmony, tranquility, and union.

Thanksgiving, as we know it, stood on this date through the years until, in 1939, President Franklin D. Roosevelt stirred the feelings of the nation by moving the holiday to the third Thursday in November, in order to cooperate with American businessmen in lengthening the Christmas shopping season. Actually this was not such drastic action as it seemed, considering that the date previously had been changed so many times. The move stimulated great consternation, however, and many states refused to observe the new date. Consequently, in 1942, and at the request of the president, Congress, for the first time in history, passed a joint resolution officially legislating that Thanksgiving, hereafter, shall fall on the fourth Thursday of each November.

Thanksgiving day, in 1949, is—as its predecessors have been—a day for courageously facing the problems of the present and the future; for recognizing the sore spots which still confront us; for resolving to make our democracy a living reality. In this Thanksgiving season we must revive the motto of the Pilgrim Fathers: "Share the work." Unless we Americans share the work of active citizenship, our advantages will not endure. Our fitness to survive as a nation depends upon our willingness to work at being responsible American citizens.

Though we are genuinely grateful for our great American heritage, we should not be content to rest on our oars. It is up to us to go forward by our own efforts. We must not only preserve the freedoms handed down to us, we must expand and improve them. We must not flaunt the achievements of our forefathers as our own, but should solemnly pledge to match the achievements of the past by our own accomplishments in the present and future. For liberty, in the words of Jefferson, cannot be completely inherited but "must be won anew for every issue in every generation."

An Appeal for Understanding

An appeal to use the American theatre for a series of dramatic performances dedicated to world peace, human rights and international understanding has been issued to more than 2,000 professional, school and community groups throughout the country. The appeal was made by the U. S. National Commission for UNESCO through Miss Rosamond Gilder, chairman of its panel on dramatic arts and representative of the American National Theatre and Academy. While urging constant attention to themes contributing to better understanding among the peoples of the world, it was suggested that the month of March, 1950, be selected for the presentation of such plays on a nation-wide basis.

In urging groups to participate in "this nation-wide expression of the UNESCO idea," Miss Gilder pointed out that there are many channels through which international understanding can be increased—including the borrowing of plays from other countries. "Choose your own play with an appropriate theme," she suggests, "or plan to produce a play which reflects the life and customs of another nation. Encourage the writing of scripts on this subject, or plan a festival of music and dance dedicated to the arts of other countries."

Miss Gilder offered the assistance of ANTA but added that "the whole point and emphasis of the March, 1950, week of international theatre should be toward expressing the basic UNESCO idea in terms of the locality in which the performance takes place."

WHAT IS YOUR THANKSGIVING I. Q. ?

A Thanksgiving Quiz for Teen-agers and Adults
Prepared by the American Heritage Foundation

Which of the following choices is correct?

1. Thanksgiving is celebrated as a legal holiday:
   a. In the New England States only
   b. In every state of the union, in all territories and the District of Columbia
   c. In all states excepting Louisiana and Florida
   d. In most of the states, but not in all of them

2. The custom of having Thanksgiving celebrated on the same day throughout the country as a national festival dates from:
   a. The time of the Revolutionary War
   b. The time of the Civil War
   c. The Mayflower Compact
   d. World War II

3. The person most responsible for bringing about the celebration of Thanksgiving Day as a national festival for expressing gratitude was:
   a. George Washington
   b. Abraham Lincoln
   c. Mrs. Sarah J. Hale
   d. Horace Greeley

4. Which of the following is one of the blessings for which Americans should be thankful:
   a. The standard of living
   b. The national crime rate
   c. Condition of our mental hospitals
   d. Percentage of eligible voters who vote in national elections

5. The right to worship God in our own way is guaranteed by:
   a. The Mayflower Compact
   b. The Declaration of Independence
   c. The original Constitution
   d. The Bill of Rights

6. The Mayflower Compact is important because it provided for:
   a. Religious liberty
   b. Equality for all
   c. A Bill of Rights
   d. A system of self-government

7. The first Thanksgiving proclaimed in the New World was issued by:
   a. George Washington
   b. Thomas Jefferson
   c. Abraham Lincoln
   d. Governor Bradford and the Plymouth Colony

8. Which is the most practical way for Americans to express their gratitude for the American way of life:
   a. By feasting on Thanksgiving Day
   b. By observing that the American system of government grants many individual freedoms
   c. By comparing our achievements with those of our forefathers
   d. By the "Nine Promises of a Good Citizen"

True or False?

9. The original Constitution permitted human slavery. True ☐ False ☐

10. One of the reasons why we Americans are thankful on Thanksgiving Day is that we have the right to freedom from compulsory labor. True ☐ False ☐

11. The postwar improvement in citizenship in the United States is reflected in the fall in the crime rate since the end of World War II. True ☐ False ☐

12. If our American heritage is to be preserved and handed down to future generations, each citizen must feel morally responsible for contributing to the betterment of his community, state and nation. True ☐ False ☐

13. The right to vote secretly for anyone I wish is guaranteed by the United States Constitution. True ☐ False ☐

14. Landing at Plymouth Rock, the Pilgrims established a day of Thanksgiving because they found the country a land of great abundance. True ☐ False ☐

15. The separation of church and state is a feature of English-speaking countries. True ☐ False ☐

16. Each of the state constitutions contains a Bill of Rights similar to the Bill of Rights in the United States Constitution giving the individual added protection against operation by state or local officials. True ☐ False ☐

17. We are grateful to the Pilgrims because they introduced religious freedom to the New World. True ☐ False ☐

(*For answers, see page* 407)

Announcing Two Important Publications

Personnel Standards in Recreation Leadership, A Committee Report—This newly revised publication, just published by the National Recreation Association, formed the principal part of a stimulating discussion of personnel standards at the National Recreation Congress in New Orleans. (See Congress Proceedings.) Stephen H. Mahoney, who chaired the meeting, was also chairman of the committee which had worked on this revision. Many other members of the committee were present. Everyone was concerned about ways of getting these important standards into the hands of all recreation workers as quickly as possible.

The report has been eagerly awaited. Previous to publication typewritten copies already had been put to use in several areas—as, for instance, when the Civil Service Commission of New Jersey requested help from professional recreation leaders in reclassifying recreation positions. In Philadelphia the standards had been used by a local group in preparing recommendations which were adopted by the civil service authorities.

Every recreation worker should have a copy; and the standards should be in the hands of our boards, city governments, members of allied professions, and ourselves! Available from the National Recreation Association at fifty cents.

Community Sports and Athletics—This book of five hundred pages was designed to meet a long felt need. Edited by George Butler of the staff of the National Recreation Association, it is based upon long experience on the part of recreation authorities in the organization and conduct of community sports and athletics. Valuable assistance and advice were received from members of an advisory committee who read the manuscript in whole or in part and offered helpful suggestions. Members of the committee were: L. B. Holloway, Ann Arbor, Michigan; Howard Jeffrey, Brattleboro, Vermont; O. D. Johnson, Lake Charles, Louisiana; William A. Moore, Louisville, Kentucky; Harold S. Morgan, Milwaukee, Wisconsin; Miss Josephine Randall, San Francisco, California; Karl B. Raymond, Minneapolis, Minnesota.

Howard Jeffrey, superintendent of recreation in Brattleboro, Vermont, writes of it: "Your book on community sports is really excellent. Both students and workers in the field should find it very useful." A director of municipal sports, Harold S. Morgan of Milwaukee, says: "It should be a book that every recreation director and athletic director will want as a reference book." Order from A. S. Barnes and Company, 101 Fifth Avenue, New York City. Price four dollars.

Buy Christmas Seals

Just like decorating the tree, Christmas Seals have become part of the Yuletide ritual in millions of American homes. They're Santa's biggest bargain—giving added protection against tuberculosis. Support this once-a-year appeal for the year-round program of prevention and control carried on by the National Tuberculosis Association and affiliates! Send in your contribution today.

deLesseps S. Morrison

Work That is Deeply Satisfying

Address given at 31st Recreation Congress by deLesseps Story Morrison, Mayor of New Orleans

SOME MONTHS AGO, one of our local sports pages carried a picture of a little boy in a baseball suit swinging a bat. It was not an unusual scene. This summer, it could have been repeated with more than three thousand boys. But this picture jolted a particular man and woman. They were the little boy's parents, who had quarreled bitterly and were about to be divorced.

The picture brought them to their senses. They saw it and realized that they were both deeply proud of their son. They didn't want to hurt him. The upshot of it was that they patched things up. The boy's home was saved. And the New Orleans Recreation Department can tell you that those two parents are the strongest rooters in our kid baseball program.

Incidents like this are not typical, of course, but there are so many human stories in NORD that the work is deeply satisfying. Here on one playground we have a boy two months out of reform school building a new life around his skill at high jumping. On the other side of town there's a former bad boy, now tame and docile, taking parts in plays and making leather wallets. Here's a little girl so afraid of water she trembles and cries if any is splashed in her face. A few weeks later, thanks to an understanding instructor, she is paddling like mad across the shallow end of a pool and having a wonderful time.

The racket you hear at one NORD facility is made by fifty kids hammering trays out of aluminum. The music at another place marks time for teen-agers square dancing in a converted jail. On a floodlighted field at night you can see workers from the slums forgetting themselves for an hour watching a ball game. Visit another NORD center and you see 300 old folks doing the cakewalk and singing "Sweet Peggy O'Neill."

And so it goes. On formerly empty lots, at an old army hospital, in jails, firehouses—wherever a facility can be begged, borrowed, and I guess stolen—NORD is doing this human job and doing it well.

I say this to you not in a spirit of boastfulness, but as a simple matter of fact. If this tremendous program were my property, I would hesitate to speak of it in such glowing terms. The plain fact is that hundreds of people have played a major part in it. It is one of the best examples I know of citizen participation in government, coupled with the professional skill of public employees. But New Orleans has no monopoly on this winning

---

"Chep" Morrison has not only found time to be mayor of a great city but, as president of the American Municipal Association, has made a real contribution to the development of municipal government in America. He but recently returned from Europe, where he studied social and governmental problems.

combination. What has hapened here can happen in any city, provided the citizens want it to.

This city was founded 231 years ago. Yet the first public playground for children was built only forty-one years ago. Despite the heroic efforts of a few people, we managed to accumulate only thirty-five play facilities between 1908 and 1946, in a city that had grown to some 600,000 persons.

Many of our youngsters literally grew up in the streets. They swam in the Mississippi River, in drainage canals and the like. They played in rubbish-filled lots, in railroad yards, and hung around street corners. It is a sad fact that some of the playgrounds themselves were pretty tough places. Many parents forbade their children to go near them.

Then, during the war, physical fitness became a popular goal. This, plus the accumulated needs of two centuries, led to the formation of a citizens volunteer group called the Junior Sports Association. Its athletic program was the forerunner of NORD.

Finally, when we took office in 1946, we had before us a strong recommendation from the citizens committee on parks and playgrounds, the Bureau of Governmental Research, and the Council of Social Agencies that recreation should be brought into its own in New Orleans. We made it a full-fledged department, on equal footing with fire, police, sanitation, and so on. We consolidated overlapping and duplicating functions. As a lucky break, we were able to get two top men from the old Junior Sports group.

Lester Lautenschlaeger, a successful attorney, former Tulane football star and civic leader, became our director at $1 per year. Johnny Brechtel, one of the best high school coaches in the South, became his top assistant and full-time executive director. Together, they recruited a top flight staff through civil service and, with the help of a citizens advisory commission, set out to give New Orleans what it had needed for so long.

At first, they had to do a lot with a little. One of the first things was to arrange to have thirty-five school playgrounds supervised full time during the summer and after school hours the rest of the year. Formerly, these grounds had simply been locked up. Next, they set about converting abandoned public buildings and unused public land. . . (See August, 1949 RECREATION—Ed.)

NORD then put to use a legacy of some $360,000. It was used to re-equip all playgrounds with modern steel paraphernalia. Eighteen playgrounds were fenced and provided with bleachers. Shelter houses were built, together with seven swimming pools, two football stadiums, and a floodlighted baseball field.

But perhaps the major achievement of the Stallings Fund was its assistance in the financing of three big gymnasium-youth centers. The first of these has been completed. It is a $300,000 project in a riverfront section of New Orleans, constructed mainly of war surplus materials and secondhand bricks taken from demolished public buildings. Its arena seats 5,800 persons. There is a small auditorium for plays and free movies. There are also arts and crafts rooms and a small library. Outside there is a floodlighted playground and a 150-foot swimming pool.

The second center is nearing completion. Formerly it was a car barn that had been abandoned. We used the steel framework and more secondhand bricks from old public buildings to make a gym of it. The third center is one for Negroes, similarly being constructed from war surplus and secondhand, city-owned materials.

At the same time, thirty-three playgrounds have been floodlighted and a number of completely new ones built. From thirty-five we have gone up to ninety-four recreation facilities in about three years.

But, while these physical additions to NORD are important, I believe they rank second to the value of trained and interested recreation supervisors. Our supervisors have built a well-rounded program, something to appeal to every child. In athletics he has a range of choice from the major sports to potato racing. In music he can hear a free symphony or play in a jazz band. In arts and crafts he can make a monkey on a stick or paint a portrait. In dramatics he can do everything from a juggling act to a heart-rending oration. And, of course, the girls' program is as large, if not larger, than that for the boys.

Teen-agers have their special activities, like dances and truck rides. Adults can play ball, swim, square dance, act or take off excess poundage in a weight-reducing class. And . . . the old folks have their Golden Age Club, run by the American Women's Voluntary Services at NORD centers, where they can meet people of their own age, forget their elderly dignity, and just have a good time. At first I thought that chatting might be their most strenuous recreation—that is, until I danced with a few of those ladies.

I hardly need tell you that running the program requires special skill and special training. Playground supervision is far removed today from the early practice that called for little more than a "sitter." You've got to do more than maintain

order, take attendance, and keep an eye on the bats and balls. An unsupervised playground, or a badly supervised one, can become an incentive—not a deterrent—to juvenile delinquency.

A recreation program is accomplished not in City Hall or in committee or any place else except at the meeting place between supervisor and child. And it is up to you and to us to see to it that the professional standards of such supervision are maintained and improved with every passing year.

However, let me say this. It is not enough for you to do a good job. This work, which is so dependent on financing, on proper personnel, on freedom of administration, needs continuing public assistance and support. Therefore, you must have special parents groups backing each playground. You must enlist the services of the most prominent and respected people in town. Your program must be the business of every citizen. For, having been part of it, he will rise to the defense when the occasion demands. And I daresay each of you has found that "occasion demands" pretty often.

Further, in encouraging volunteer assistance, you will find some of the hardest and best workers you ever saw. We have people who work harder for us for nothing than they do elsewhere to make money for themselves.

If the implications of NORD were only local, I would hardly believe them worth your while. But it should be plain that every city has the raw material for a recreation program that runs the gamut from swings for babies to dances for old folks. Every city has a core of conscientious, public-spirited and energetic citizens who have the drive to put over a NORD type program.

And, in that connection, may I take this opportunity to note that city officials over the nation are indebted to the National Recreation Association for leadership, information and inspiration in planning and carrying out the high standards which are essential for a sound recreation program.

The demand for better recreation facilities for young and old is not a war-born fancy or a temporary whim. It is part of that larger movement by which the average man is demanding a fuller share of the good things in life, once enjoyed only by the rich.

In meeting this overwhelming demand for a better life, cities are rather limited in what they can do. They don't have the economic strength to roll back a depression or put a pay check in every pocket. Even with government aid, they can only make a start toward decent housing. They certainly are not equipped to wipe out most of the things that cause unhappiness and discontent in the homes of the people. However, this does not mean that they are powerless—that city government today must be precisely what it was in our grandfathers' time and nothing more.

A recreation program is not set up in city hall or in committee, but face to face with those to be served.

A place to play, a chance to laugh and swim or simply sit under a tree and breathe fresh air—these are attainable goals for every citizen if public officials will but recognize their need. For I know of no public works investment that pays greater dividend per dollar than the recreation facility.

The twelve hour day is behind us. Gone are the sweatshops, the child labor, the unrelieved household drudgery that in former years made people old before their time. Gone are the days when pleasure was the sole property of the wealthy. The task now is not simply to build big cities, but livable ones in which men, women and children—whose every hour is no longer occupied in earning bread—can use their new found leisure time to best advantage.

This, then, is a challenge to you. For you represent the recreation leadership of this nation. Fun is serious business when it can reduce juvenile delinquency by twenty-four percent in a single year, as it has done in New Orleans. Fun is serious business when it can alleviate some of the bitter tensions of our time and bring a moment of happiness and independence to the aged.

Organized, supervised, well-thought-out recreation is a permanent function of local government. It must not be made to stand at the end of the line begging for a handout. It must not be a catch-all for people unable to handle other city jobs. It must not be forgotten and abused. Rather, it must achieve new dignity and stature and be recognized as a necessity of modern living. Whether or not it achieves such stature depends on *you,* for in the public mind there is no doubt that you and your associations *are* recreation.

By Tony Patch, Supervisor of Recreation in Housing Developments, San Francisco

"There Are No Strangers Here"

Those who read the account of recreation in San Francisco's housing projects in the March, 1946 *issue of* RECREATION *will be particularly interested in this report of progress made during* 1947-48. *A growing number of communities with housing developments are confronted with many of these problems.*

AT THE CLOSE of 1947, three and one half years following the San Francisco Recreation Department's agreement to assume the responsibilities of administering the recreation program in San Francisco public housing developments, a report, "There Are No Strangers Here—Recreation and Housing Join Hands," was compiled and submitted to Miss Josephine D. Randall, superintendent of recreation in San Francisco, to point out progress made during that period.

Although the general total population in public housing developments remained approximately the same, we, in recreation, were confronted with the task of redeveloping and reorganizing our leisure-time activities program to meet changing customs and attitudes. Customs changed from former patterns of rural background to those of an urban nature. Attitudes changed when the people felt themselves to be a part of the community rather than strangers. The accepted policy, that recreation centers located in housing developments should serve the entire neighborhood as well as housing residents, remained about the same.

Currently, the population in housing developments is considered permanent. This is acknowledged for two reasons: first, the immigrant tenants who moved to San Francisco because of war industry and who did not have any intention of remaining here after the war, have returned to their former homes; second, veterans who were either natives or who liked San Francisco so well that they decided to make it their permanent home, occupied the vacated dwellings. We also found that a percentage of the immigrants liked San Francisco so well that they decided to remain. One reason for the present stability of tenants is that a comparatively large number are biding their time in the low rental units in order to save until they have an opportunity to purchase new homes.

Shortly following the inception of housing developments in San Francisco, a large number of dormitories was constructed adjacent to the large San Francisco Naval Repair Yard, in order to house men and women who were brought into the city from all sections of the country to work in the Navy Yard and other war industry. Postwar planning eliminates these dormitories in order to redevelop them into family units. Because of this reconversion, it was necessary for us to redevelop and reorganize our entire recreation activities program in this area, to meet the needs of small children and entire families.

During these changes, the interracial situation remained approximately the same. No serious problems were confronted because, as soon as the various groups were oriented, they were immediately integrated into the program. Our directors were extremely understanding and always on the alert to maintain an active interest in the current program. As soon as lack of interest was detected, activities were changed.

Postwar conditions also eliminated the need for around-the-clock working shifts at the Navy Yard.

As a result, the time needed to service the leisure-time interests of our people shortened. However, our recreation units still remain open twelve hours a day, six days a week, and, in some instances, seven days.

What appeared from 1942-45 to be a temporary situation in public housing, later developed to be a semi-permanent one. The Public Housing Authority had constructed temporary units by the thousands, but postwar planning included the tearing down of these buildings. However, because veterans and others desired to make San Francisco their permanent home, the housing shortage remained critical. Therefore, the temporary units were made to do double duty, and plans for the construction of permanent units were delayed. In order to ease the situation after original eligibles vacated, only veterans were eligible for temporary housing, and low income families were admitted to permanent dwellings.

The sudden change and the redeveloped program placed a stress upon the recreation department for better qualified and trained personnel. Original postwar personnel requirements were quite rigid and eliminated all prospects except those who possessed a college degree with a major in one of four fields: social service, child psychology, physical education, or recreation. These standards presented numerous difficulties because people who had the required qualifications could obtain positions in other fields at higher salaries. As a result, further examinations were held with less rigid requirements until finally we were able to obtain a sufficient number of qualified leaders.

Many of our directors assigned to housing on a temporary basis were able to qualify for these examinations. As a result of their education and experience in the field, they were high enough on this list to be certified on a permanent basis. This eased our position greatly as these workers, and the job they had done, blended well with the new work being undertaken with the new people. Their experience for this new venture was invaluable.

Our in-service training pattern was enlarged to develop specialists into workers capable of conducting community center programs for all age groups and to include all types of activities. Methods used were: staff conferences, individual instruction by supervisors, classes by qualified instructors. In staff conferences, specialists helped to educate their fellow-workers in different fields of activity for all-around ability. The special classes included first aid, all types of athletics, small children's activities, dancing, arts and crafts, puppetry, dramatics, and stage productions. Everything possible was done to assist our personnel in expanding their vocations and ability to perform a more thorough piece of work.

With the development of the community center idea, a need was felt for attention to individuals, for skill in personal counselling. This need was met in the group conferences and individual assistance to the directors by the supervisors.

Several directors sought out skilled volunteers in the various dwellings to assist them in their program. The response and consistency of these volunteers reached beyond expectations. In some instances, an in-service training course has been offered prospective volunteer leaders by our directors. Results have been extremely encouraging and volunteer leadership has become much more possible with a more stable population.

In order to appraise our staff, we distribute questionnaires periodically. Personal interviews are also conducted regularly to detect weaknesses, and we attempt every phase of personal instruction for the betterment of everyone concerned.

Following several months of surveys, group meetings, conferences, and staff meetings, with adults in attendance, our directors were able to develop a wide variety of activity programs which highlighted family and adult participation. The Adult Education Division of the Board of Education has given us valuable assistance in administrating well-organized adult activities.

Under our sponsorship and organization, the Adult Education Division assigns well-qualified and experienced specialists to conduct the classes, at times when people are able to attend. Classes include sewing, tailoring, ceramics, painting, model building, dollmaking, fashion shows, all kinds of arts and crafts—including paper, fabric, wood, leather and metal work, and other activities requested by the people and attended by at least fifteen adults.

A popular activity which brings out large numbers of adults is square and folk dancing. This is so popular that our directors conduct regular family night sessions for entire family groups.

One of the most outstanding contributions to all-around participation by the youth in housing developments was the organization of the Athletic Committee, whose responsibility it is to organize a year-round, inter-center sports and activities calendar in which all units participate. Each activity is planned to take place immediately prior to the city-wide sports calendar, in which all units in San Francisco, including housing, take part.

We have discovered that when our youth complete their housing tournament which is, in itself,

an in-service training program, they are much more qualified and possess a great deal more confidence to compete against others who have had years more practical experience in the field. It is an accepted fact that youth in housing, because of their previous inexperience and cultural background, have not had the opportunity to enjoy participation in these activities. As a result, they do not have the knowledge or confidence necessary, and they become quickly discouraged in actual competition. However, thanks to these housing tournaments, the number of final individual and group city champions has established an envious record for the housing units.

Another outstanding program feature is our summer vacation set-up, with directors participating in the planning and organization. The purpose of this program is to conduct activity away from the regular routine center activity, on a specified day of the week. All children who wish to participate meet at their centers at a designated time with proper accessories, including carfare, lunches and spending money. Special chartered motor buses—municipally owned and operated—pick up the children, transport them to the place of inter-center activity, and return them to their individual units at the end of the day. A great many of them have seldom had opportunities to see much of San Francisco, so excursions are planned to enable them to visit various places of interest.

Directors are appointed as chairmen and committee members and a different group works on each of the ten weekly excursions. The program develops a keen competitive spirit as each committee group attempts to outdo the others. As a result, the children reap the benefits and their reactions indicate that they appreciate the untiring efforts of their leaders.

In addition, many other outstanding activities and events are held regularly for children and adults. For example, the following presents the normal activities program conducted in each housing recreation unit:

Athletics—Low organization games for boys and girls, with special emphasis on activities for children from six to twelve years of age; lead-up games which afford preliminary training in all major sports; boys' and girls' athletic clubs; boys' and girls' athletic teams in all sports; boys' and girls' gymnasium activities; co-recreational athletic activities; intra-playground and inter-playground competitive activities and play days.

Dramatics—Storytelling; drama groups; puppet groups—construction and presentation of puppet plays.

Music—Group singing; toy symphony.

Dancing—Singing games; co-recreational folk dancing; little folks' rhythmics.

Handcrafts—Numerous phases of handcrafts.

Swimming—Arranged as special activity trips to Crystal Plunge or Mission Pool.

Special Activities—Hikes or away-from-the-playground trips or picnics; quarterly boxing tournaments; semi-monthly invitation tournaments which include housing champions competing against boys' clubs and other agency champions; motion picture shows regularly scheduled; social activities such as teen-age dances, adult dances, card parties, community singing; club dinners and luncheons, weddings, showers, birthday parties, mothers' teas and the like.

Our activities' guide is very much in use. Many new items have been included and are proving invaluable to our staff. There were some weaknesses at first, but after numerous meetings these were corrected. At present the guide is used almost daily.

Directors are offered every possible assistance so that they may do a better job wherever required to meet changing conditions and situations. Each director has many objectives. The three most important, as discovered from experience, are: to break down community barriers which tend to rise between public housing individuals and private home owners; to develop interesting activity programs for regular family participation; to develop a more personal approach to accomplish the task of integrating all peoples of the project and surrounding community into the center's program.

With a mutual purpose in mind to prepare ourselves to do a better job, and with the knowledge that we can all benefit in one way or another by experience, each director is requested to send in regular reports, evaluating program, experience and contacts. This procedure has proved extremely beneficial.

A harmonious working relationship between the housing and recreation groups has resulted from frequent conferences and meetings. The recreation agency has been consulted and invited to participate in most meetings during which recreation policies have been involved and we have also invited housing groups to participate whenever their problems are discussed. Few hard and fast rules have been applied by either agency. Whenever it is necessary to invoke rules, regulations, policies or procedures, directives are sent out and necessary changes result in mutual understanding.

When the housing authority first requested the recreation department to assume the responsibil-

ities of administering the recreation program in housing developments, there were no written agreements. It was merely a general agreement, with the housing agency furnishing the physical facilities, maintenance and upkeep. During the war, the Federal Government furnished recreation materials and supplies for temporary units, but the recreation department has always furnished recreation materials and supplies for the permanent projects.

After the war, the Federal Government no longer allocated money for the purchase of recreation supplies and, as a result, the recreation department was forced to assume this responsibility, too, in order to continue the activities program in all housing units. Because of the terrific wear and tear given our units, many repairs had to be made to the hurriedly constructed buildings. They were made as quickly as possible but, in some cases, we were forced to wait some time before vital materials could be obtained.

During the postwar transition period, many changes occurred in the Public Housing Administration, and the difficulties in having two agencies combined in one operation became more acute. One point upon which agreement was difficult was the necessary amount of janitorial services required by our department to carry on a healthful recreation program. The service that was being rendered by the housing authority was not sufficient to meet our needs. Therefore, it was mutually agreed that the recreation department should have full control of, and responsibility for, the janitorial services. We have requested the new janitorial positions in our 1949-50 budget, and await the approval of proper authorities.

Possibly among the most outstanding achievements of the housing authority, relative to the administration work, are the regular monthly manager-director meetings attended by the manager, director, supervisor of community services for housing, and the supervisor of recreation. When these meetings were first held, they resembled "gripe sessions." Directors complained about maintenance and janitorial services, while managers complained about physical damage, vandalism and inadequate supervision.

As a result of regular meetings, however, and the definite knowledge that recreation and housing need each other to satisfy the needs of the people, a closer, more harmonious atmosphere has replaced the original sessions. Meetings are now conducted informally and few, if any, derogatory issues or requests are encountered. Criticism is expressed in a constructive manner and is accepted in the same light. Directors and managers alike inform each other of any and all changes that may affect the program in any manner.

Drama is a popular recreation activity in San Francisco. Above, children delight in Christmas pageant.

During the past two years, the San Francisco Recreation Department and the Public Housing Authority have taken long strides in the integration of tenant activities conducted in housing developments with those conducted in the adjoining neighborhood and the community. Opportunities for tenants to participate in, and benefit from, the recreation services provided in the immediate locality have been secured.

During 1947 and 1948 we have administered leisure-time activities to over one million people of all age groups. In the immediate future, a program for the gradual elimination of temporary dwellings and an increase of permanent dwellings is planned by the housing authority. One feature of the permanent buildings will, no doubt, be the tearing down and rebuilding of slum areas.

A highly desirable aim of the San Francisco Recreation Department and the Board of Education is to build schools and community centers where the entire community, including residents of public housing, can take part and be integrated into a sole project of education and leisure-time participation. This plan would have a tremendous effect on a closer relationship between people in the housing developments and the community. Any and all future planning by public agencies should include entire community participation, regardless of physical make-up.

THE ROLE OF THE FEDERAL GOVERNMENT IN PUBLIC RECREATION

A DETAILED REPORT has been drawn up by the Federal Inter-Agency Committee on Recreation for the purpose of presenting a summary of the historical development of the recreation services and facilities of the Federal Government and to describe the present public recreation programs of the Federal Government, by agencies, including legal authorizations, nature and scope of present activities, and federal-state relationships.

Unfortunately, there are many among us who still do not realize that, through federal agencies long established, our government has been doing much for recreation in this country through the years. An over-all picture of the extent of these services seldom has been presented to our citizens, with the result that Joe Doaks, the average layman, has but a fragmentary concept of the work being carried on under federal auspices. Nor does he realize that these agencies—Department of the Army, Corps of Engineers; Department of the Interior, National Park Service and Fish and Wildlife Service; Department of Agriculture, Extension Service and Forest Service; Federal Security Agency, Office of Education and Children's Bureau; Housing and Home Finance Agency, Public Housing Administration—cooperate through the Federal Inter-Agency Committee on Recreation. This committee, under the sponsorship of the Honorable J. A. Krug, Secretary of the Interior, was organized in 1946 in order to put a united effort behind the recreation program of the Federal Government and, at the same time, to conserve the best of what has been built up and established by each agency over a long period of years. This coordination of experience and effort has augered well for recreation in the nation, and has made possible greater services in this field.

Believing that recreation is a basic human need in modern life, along with health and education, that it is important to the physical and mental health of the individual and, therefore, a social and civic necessity, the committee sees federal recreation functions as dividing themselves into two different types of activities: 1) those related to the operation of federally-owned properties, such as parks, forests, wildlife preserves, hospitals, military establishments, reservoir areas, housing projects, and the like; and 2) those with advisory services in connection with the promotion, planning and operation of state and local community park and recreation programs.

In the June, 1949, report the committee states: "A study of the current operations of the federal agencies in connection with type two (above) shows that the functions cover—

"A. Planning for recreation in cooperation with other Federal Government and quasi-governmental agencies and with national organizations.

"B. Consultative services to the states, and

their subdivisions through the states, on the problems of planning, development, and operation of park and recreation programs and services.

"C. The collection and dissemination of data and information necessary for carrying out the above functions.

"It is apparent that these functions denote a respect for the authority and prerogatives of the states. The methods used in performing these functions reflect a constant effort to stimulate full application of the resources of the state governments and to strengthen the services of the state agencies in relation to park and recreation development."

Recreation is one of the fundamental individual and community needs of our people, and government at all levels is providing facilities and services at a rapidly increasing rate. The Congress of the United States has supported the recreation activities of federal agencies through enabling legislation and appropriations. Public opinion not only supports existing federal activities in the recreation field, but is urging even greater service.

In addition to the recreation activities of the Corps of Engineers, National Park Service, Fish and Wildlife Service, Forest Service, Extension Service, Office of Education, Children's Bureau, and Public Housing Administration, the programs of a number of other agencies contribute to the recreation resources of the country. Among them are the following:

Department of the Interior—The Bureau of Reclamation, through the National Park Service acting as its agent, plans for the protection and utilization of the recreation resources of reclamation projects, and proposes to develop appropriate recreation facilities.

The Bureau of Indian Affairs provides limited recreation opportunities for the public on Indian lands, as well as facilities and programs for the Indians themselves. The Bureau of Land Management makes available the use of the public lands for essentially all forms of recreation. The Bureau also has authority to sell, lease or exchange to the states and their political subdivisions unreserved non-mineral lands which have been classified as chiefly valuable for recreation purposes.

The National Capital Park and Planning Commission was created to plan and acquire an adequate system of parks, parkways and playgrounds, to preserve the forest and natural scenery in and about the National Capital, and to prepare a coordinated city and regional plan for the District of Columbia and environs.

Federal Security Agency—The Public Health Service furnishes information on sanitary problems relating to construction and operation of park recreation developments, such as swimming pools, camps and beaches.

Federal Works Agency—The Public Roads Administration cooperates with the National Park Service and the Forest Service in constructing roads in areas under the jurisdiction of these services. As a considerable part of the national use of all public roads is estimated to be for recreation purposes, the total program of this agency has an important bearing on the recreation of the people.

The Bureau of Community Facilities administers federal grants and aids made in connection with the defense and war program for recreation facilities and services to local communities. It also disposes of recreation properties to local and Federal Governmental Agencies.

Department of Agriculture—The Soil Conservation Service has set aside and developed recreation areas in connection with its land utilization projects.

Tennessee Valley Authority assists state and local governments within its area of operation to plan and organize their recreation services. It has also developed a number of demonstration parks, most of which have been transferred to state or local agencies for administration.

The report goes on to say:

"The Federal Inter-Agency Committee on Recreation serves as a clearing house for the exchange of information on policies, plans, methods, experiences and procedures among the agencies; considers all current agency problems and projects presented to it and recommends basic principles which might well be followed in these and similar projects and problems; and endeavors to facilitate the provision of information about the recreation activities of federal agencies. The committee seeks to clarify the proper responsibilities of the Federal Government in the recreation field, to discover and, insofar as possible, to fill existing gaps in federal recreation programs and services, with special attention and consideration of the needs of small communities and rural areas, minority groups, young people, older adults, and women and girls.

"The member agencies of the committee cooperate in stimulating and assisting state agencies in the development of needed recreation facilities and services, in accordance with cooperative plans developed by the committee, so far as resources make this possible."

Gene Rotsch and
John C. Lilly

THE STOCKTON, California, Recreation Department takes seriously the adage, "It's better to give than to receive." Having a limited amount of funds and a strong desire to stage a Christmas pageant last year, it accomplished this objective with an outlay of less than $900, thanks to splendid community cooperation.

The first step was to form a central committee comprised of key members of several service, civic, and fraternal organizations. This committee then proceeded with its plans to meet with all service clubs and explain the basic idea of the pageant; seek sanction of the idea from the Ministerial Association; secure services of all participants on a non-profit basis, keeping the affair strictly cooperative; present as large a production as possible with the least expense; make the basic theme and plans follow the Yuletide spirit of giving; secure the backing of local merchants from whom materials would be purchased; broadcast as much of the pageant as possible. Sub-committees were then appointed to achieve these ends, leading to the goal of presenting a pageant to all, free of any admission charge.

Service clubs were called upon for assistance and the Lions Club led off with an initial donation of $300. The Junior Chamber of Commerce followed with $100, and so on, until approximately $800 was subscribed.

The use of the Civic Auditorium for rehearsals and the performance was donated by the city, as was the use of trucks and labor for transportation of scenery and the like. Permission to use the Administration Building at the County Fair Grounds to construct this scenery was granted by the Fair Board of Directors. Sets and sketches took form according to original plans of students of the High School Art Club, under the temporary supervision of a former advertising and commercial artist. Their work and time were invaluable to the success of the pageant.

The services of all workers, including the stagehands and professional union members of the Stockton Community Band, were donated. Amateur members of the band also played for free and the "Troubadors," a high school chorus, and students of various private dancing schools appeared on the program.

A finance committee was set up, with the account in the hands of the city auditor. As bills were approved by the committee, warrants were drawn and merchants paid by city checks. Thus, every cent was accounted for and the total resume of costs was later published in the local newspaper. Local merchants also went "all out" for the project by extending early credit to the pageant organization. In many cases, they even sold products at wholesale prices.

As to publicity, two local radio stations, as well as the college FM station, carried all releases sent

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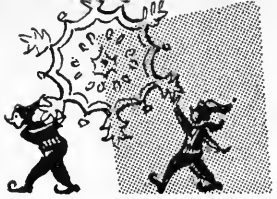
Mr. Rotsch is musical director and Mr. Lilly is the superintendent of recreation in Stockton, California.



to them. Pre-event interviews of many persons participating were aired as well as "spot" announcements and a full one-hour broadcast of the pageant production. *The Stockton Record,* an evening newspaper, cooperated in printing periodic news stories and pictures of pageant preparations.

Theaters loaned flats and other stage settings. Fireproofing of trees and sets was accomplished at cost. Camp Fire Girls in uniform served as usherettes and program distributors. The admission fee to the pageant was canned food, to be delivered by the Junior Chamber of Commerce to the Salvation Army and the Catholic Aid Society, for distribution to the needy families. In all, one hundred cases of canned food were contributed by the enthusiastic theatre-goers.

The pageant itself was divided into four scenes, a running dialogue or commentary being delivered over a public address system and the radio. The only scene that included speaking from the stage was the Christmas Tree scene.

The following scenes were featured in the Christmas pageant:

Scene 1. "Winter Wonderland"—A ballet of the great outdoors in midwinter, depicting a peasant group in their preparations for Christmas. The gathering of holly, the Yule log, children at play, "Old Man Winter," the Christmas worship before an outdoor shrine, were depicted in dance. Choreography was set to Tschaikowsky's "Petite Suite." The lighting was pale cold blue to enhance the setting of gnarled tree trunks and falling snow flakes.

Scene 2. "The Christmas Tree"—An audience participation scene in which Santa Claus spontaneously interviewed children of many races. On stage were two huge windows, forming the backdrop, and a twenty-foot Christmas tree. A gift package, four feet square, was located near the tree, out of which popped "Jack-in-the-Box" to do a toe dance. Six children interviewed were presented with merchandise orders donated by various merchants. The unrehearsed informality of the scene gave it charm and added to its success.

Scene 3. "Toyland"—A dream sequence idea with a tiny girl being led across the stage and tucked in for the night by her mother. From a black house, while dream music was played, the curtain slowly arose on the toyland set. A Santa Claus helper in elf's attire was busily dusting off eight-foot animal props and toy soldiers. The band broke into Victor Herbert's "March of the Toys." With that, the elf, who had started to wind up the toy soldiers (recreation department majorettes), suddenly noticed the youngster still asleep in her crib. As the toy soldiers came to life, the elf awakened the sleeping child who jumped from her crib, joining in a baton twirling routine with the soldiers. Two dances, one by a dancing doll, and the other by an animated ballroom dancing team representing the parents in her dream, were woven into the script. The scene was finished when the child went back to sleep in her crib and the toys returned to their original shelves.

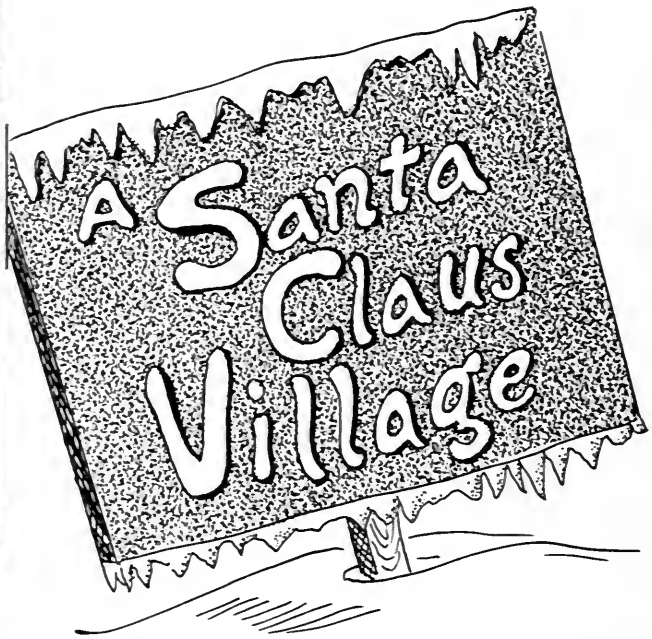
Appropriate background music was played by the fifty-piece community band. The backdrop for this part of the pageant was one of the most difficult to construct. It was very effective, with huge, cherry-topped ice cream mountains and a toy train rounding one. The traditional candy canes, building blocks and the like were also included.

Scene 4. "The Nativity"—The final and serious scene. An attempt was made to make this the outstanding one because of its religious significance. A chorus and the band were used alternately to depict the "Christmas Story."

The scene of the Mother Mary and Christ Child was depicted on right stage. The chorus was placed behind a gauze curtain on left stage representing a choir of angels. The solemn grandeur of the scene was strengthened by an indirect lighting effect flooding the chorus from below as their voices came through. The actual scenery was quite simple and was placed before a black backdrop with the North Star gleaming over the entire proceedings. The story of the birth of Christ was quoted from the Bible by a hidden narrator.

At the end of the pageant, free bags of candy were presented to all the children as they left the auditorium. The 200 members who comprised the cast, band, and chorus were elated to have been a part of the presentation and were given refreshments after the program was over. The 4,000 people who attended the performance left the auditorium in a happy mood with a feeling of the true significance of Christmas. Our pageant was a real success!

Two of the elves in Santa's workshop fascinated the children by making toys, operating mechanical ones.



"SANTA CLAUS is coming to Torrington to spend two weeks at the Alvord Playground, which has been transformed into a Santa Claus Christmas Village."

This announcement, broadcast via Torrington, Connecticut's press and radio early in December, last year, precipitated a flood of enthusiastic response from the city's juvenile and adult population, and set the stage for what has been termed the most successful community recreation project ever conducted in this city.

People of all ages anxiously awaited St. Nick's arrival and, two weeks before Christmas, he landed in a helicopter at Torrington's largest park. Thousands turned out to give him a rousing welcome, and the mayor was on hand officially to greet Santa and two of his toymakers, "Tippy" and "Skippy," who also made the trip from the North Pole to assist him at the temporary toy shop that had been set up in the Village.

Santa and his elves rode on a fire truck from the park to Christmas Village, escorted by the city's police and fire chiefs and hundreds of hopeful and expectant children. They reluctantly allowed him to proceed to his home in the Village, to put his workshop in order; and no children were permitted inside until the day after Santa's arrival. Recreation department employees had done a magnificent job of transforming the rustic shelter in a playground designed especially for subteen-agers into a replica of Santa's North Pole abode.

St. Nick received guests while seated on an elaborate throne, which was covered with a large deerskin rug. The fireplace in the center of the room was blazing at all times. A large Christmas tree, beautifully decorated and nearly hidden by an enormous pile of toys, stood in one corner. The Nativity scene occupied another corner—displayed on a low platform so that smaller children could view it without difficulty. Walls and ceilings were covered with toys, stuffed animals and birds of all kinds, also arranged so that the kiddies could see each one; so that Santa, if a tot expressed a desire for a certain article, could cheerfully instruct him to "pick it off the wall."

Practically all of the gifts were contributed by Torrington people and businesses during "Toy Shower Day," staged the day before Santa's arrival in cooperation with the Torrington Broadcasting Company (WTOR) and the *Torrington Register*. This gave parents and others an opportunity to help in the program, and the response was almost unbelievable. Over 7,000 toys were deposited at three collection depots established at a firehouse, WTOR, and the recreation department's headquarters.

Scores of citizens also contributed money, with which more toys were purchased at local stores. Many storekeepers shipped large quantities of toys to the Village, especially during the final days of the program when they were clearing their storerooms of stock.

Children were thrilled when they visited and talked with Santa in his parlor; overjoyed when they walked into his workshop where the elves—dressed to fit the part—presided. It was difficult to keep the youngsters from spending long, long hours there. The toymakers kept them happy by making toys of many descriptions and keeping the electric trains, trucks and other toys in operation at all times.

The display of toys was better than that in any local department store, and many parents had to make hurried trips to the shopping district after visiting the workshop and hearing their children plead: "Mommie, that's the kind I want." Many of the toys, especially the larger ones, were loaned to the recreation department for use at the workshop for the duration of the Village program by merchants who had sold them with Christmas Eve delivery dates.

The Village was open each afternoon and evening for two weeks before Christmas, and long lines of children and their parents formed there during every open period. WTOR presented a broadcast from the Village each afternoon, featuring the reading of letters to Santa Claus. Prizes were awarded to the writers of the best letters. The post office department cooperated by installing a special mail box at the Village, in which the lollipop brigade could deposit their letters to Santa.

St. Nick received innumerable invitations to various public and private Christmas parties, but his duties at the Village forced him to decline all outside engagements. That is, all but one. He did pay a visit to the Torrington Hospital, where he distributed gifts and good cheer in the children's ward. Also, one morning was set aside for children who were ill at home to telephone to Santa at the Village, exchange greetings, and leave their orders for Christmas gifts.

Practically every child in Torrington visited Santa at Christmas Village, and scores of youngsters from surrounding communities were among his guests. Each received a gift, a warm handclasp and a hearty greeting from him and, when time allowed, many carried on happy conversations while seated on his knee.

Santa left the Village the afternoon before Christmas—again riding on a fire truck from the Village to the park, escorted by a long parade of youngsters. He departed for the northland in the same helicopter that brought him to the city. Before he left, he promised the children of Torrington that he would return next year, and that his elves would return with him.

Santa left many happy memories behind him. His visit was pleasant for old and young alike, and the success of the project firmly established it as a "must" on the recreation department's program of Christmas events in future years.

The project was officially sponsored by the city recreation department and WTOR, but the mushrooming enthusiasm turned practically every adult of Torrington into a sponsor. They all pitched in to do their part, and the success of their efforts was attested by the wonderful commendations that came from everyone who visited the Village. The general attitude was well-expressed in the following editorial from the *Torrington Register*:

"Seldom does any public project, no matter how worthy and how desirable, succeed in meeting with the approval of everybody. However, Torrington's Christmas Village seems to have been an exception to the rule. It has delighted visitors of all ages, brought joy to the hearts of thousands of children and intensified the Christmas spirit of charitableness and of giving, as no other single undertaking could have done. . . ."

THE 1949 CONGRESS

In Review

This year's Congress message: that planned, well-directed, well-thought-out recreation is a permanent function of local government.

LEGENDARY "southern hospitality" proved to be no myth this September in New Orleans and, in reality, turned out to be as warm as the Southern weather which greeted delegates to the 31st National Recreation Congress. Although September is a warm month in Louisiana, the sun came out with unusual splendor in honor of the occasion, causing a quick doffing of coats and suits in favor of the lightest possible clothing. Northern delegates, unaccustomed to tropical temperatures, good naturedly took the adjustment in their stride and shortly had completely forgotten any discomfort in their attention to more interesting and important matters.

As usual, opening day was a gala occasion, resounding to the greeting of old friends, the hubbub of registration, location of exhibitors' booths, meeting rooms, consultation bureau, assembly hall. The Congress was held in the large Municipal Auditorium this year. Exhibitors' attractive displays were set up immediately inside the entrance used by all, and flanked the line of march to meeting rooms.

At the National Recreation Association Consultation Bureau, a wide selection of NRA printed materials was displayed for the convenience of delegates, and orders taken; also included was a display of recreation materials collected from communities and other agencies throughout the country and bound in voluminous Congress Scrapbooks. At the Bureau, appointments were made for conferences with the various consultants on recreation problems, orders for materials. The Congress offices and press room were also located in this area.

In the evening, the front doors on the other side were thrown wide to admit visitors directly into the large and comfortable concert hall, where the specially planned evening sessions were held. This community facility is indeed worthy of note. Planned arena style, the great hall is divided midway by stage and scenery which, when the backdrop is in place, form two auditoriums with the stages back to back. With removable stage and seats cleared away, the hall once again becomes an imposing arena. The stage is adjustable, becoming a mere platform, a stage with a sunken orchestra pit, or a ballroom floor as occasion demands. All three adjustments were used during the Congress, and delegates soon learned that there was no extent to which the New Orleans Recreation Department and local citizens would not go to make the Congress as enjoyable as possible.

From the opening session to the final resolution of thanks, drawn up by a representative committee of delegates and presented by Mrs. Frank Stockton, secretary of the Lawrence, Kansas, Recreation Commission, a spirit of cooperation and of hospi-

tality pervaded all Congress activities. The local junior league and the A.W.V.S. enthusiastically supported it by serving as receptionists and ushers at general sessions.

The fine fellowship, good spirit and smooth operation of the many-sided Congress, according to Thomas E. Rivers, Secretary of the National Recreation Congress Committee, was the result of the very generous and active cooperation of the large number of committees and volunteers who helped in planning and carrying through the big meeting.

From the testimony of leaders from many Southern communities, the indications are that the recreation movement will be greatly advanced in the South because of the New Orleans meeting.

Addresses at Evening Sessions

Several evening general sessions this year were chaired by Otto T. Mallery, member of the Board of Directors of the National Recreation Association, greatly loved and recently retired president of the Philadelphia, Pennsylvania, Recreation Association, and one by charming Mrs. Stuart L. Anderson, president of the Recreation Commission, Long Beach, California. Singing was led in lively fashion by Larry Eisenberg, recreation staff member of the Youth Department, General Board of Education of the Methodist Church, Nashville, Tennessee. Music was supplied by members of the NORD band.

Speakers at the sessions represented an interesting variety of backgrounds and, therefore, various points of view, in their thought-provoking addresses. The first evening was highlighted by a warm welcome and talk by the young and forward-looking mayor of New Orleans—the Honorable deLesseps S. Morrison—on "Good Recreation as a Community Must." He also officially welcomed the traveling theatre of Denver, Colorado, which was driven all the way from Denver and set up on the lawn of the auditorium for the purpose of giving performances nightly. (Amateur performers, ranging in ages from four to eighty-six, recently appeared on the show wagon before an audience of 25,000 in Denver, according to Earl Schlupp, Denver's recreation director.) The show wagon of Denver is similar to that used by NORD, which also became very familiar to delegates.

Mayor Morrison, a highly decorated veteran, learned of the many advantages of recreation during his service in the European theatre of war, and brought back to his community an active concern for recreation which is responsible for the present rapid advance of the constructive program of the New Orleans Recreation Department. He stated that the present demand for better recreation facilities for young and old is part of a larger movement by which the average man is demanding a fuller share of the good things in life, once enjoyed only by the rich.

"I know of no public works investment that pays greater dividends per dollar than the recreation facility," he said. (See page 373 for Mayor Morrison's complete address.—Ed.)

Thomas E. Rivers told the delegates that the South, with its "unparallelled industrial and economic expansion," now had a golden opportunity to see that its cities set aside recreation space and facilities in the early stages of their expansion.

"The time for building recreation facilities is when the community is growing, not afterward," he said. "This lesson has been learned the hard, costly way in many industrial cities in the East. Once factories and houses have been constructed, it is difficult and costly to obtain large land areas for play facilities." Failure to do these things, he warned the South, might result in juvenile delinquency, worker restlessness and social tension.

Another high point of that first evening was the never-to-be-forgotten performance of Hugh Comer, president of the Avondale Mills of Sylacauga, Alabama. Avondale Mills, by the way, has been awarded the Certificate of Merit of the Alabama Department of Industrial Relations. Mr. Comer interspersed his excellent address with a surprise attack of wit and humor that sent his appreciative audience into gales of laughter. In covering his topic, "Recreation and Community Development," he stressed the fact that industries, as well as community governments, have a definite responsibility in helping to develop better citizens —strong bodies and healthy minds—for the betterment of society.

"Recreation is an essential part of life," he said, "and therefore must be a matter of public concern. Nobody is taking a greater lead in the field than industry." He explained the industrial relationships of Avondale Mills which resulted in the winning of the award. These could well be used as a pattern by other industries the country over.

During following general session meetings other significant contributions included warm and delightful reminiscing by Dorothy Enderis, recently retired Director Emeritus of the Department of Municipal Recreation and Adult Education, Milwaukee, Wisconsin, about her years of recreation work in Milwaukee, under the title, "Human Problems Faced in Recreation Centers." She voiced a plea to light the nation's schoolhouses

Rando

AT THE

31st NATIONAL

NEW

Tom Rivers of the NRA, Mrs. Raymond Hoyt, San Francisco, Lester Lautenschlaeger of New Orleans exchange greetings.

"Maskers dances," part of the Mardi Gras ball tradition, preceded general dancing.

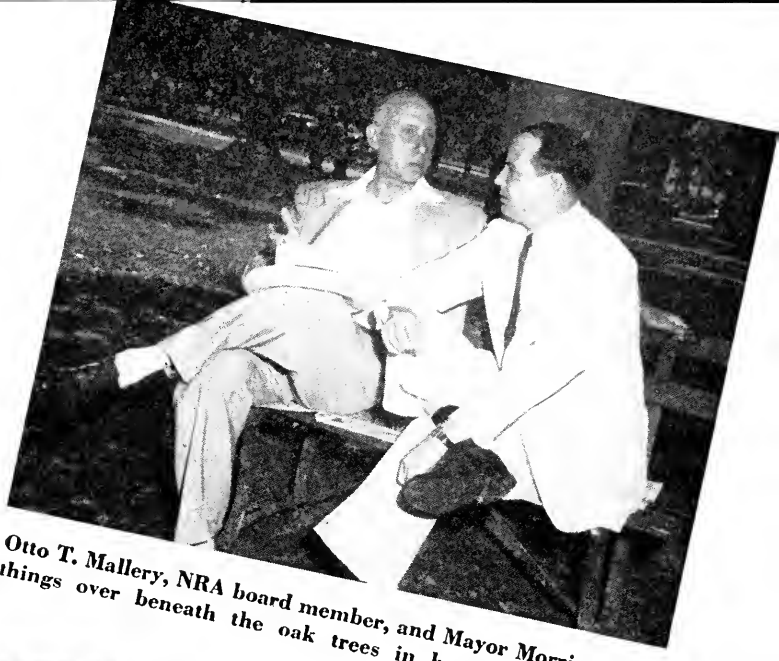
Jean Lafitte and the queen of the ball survey the Mardi Gras festivities held for delegates.

Center: Walter Scott, Mrs. Stuart Anderson,

Right: Scene from "Bits from Hits," special production staged by NORD opera group.

Moments

ION CONGRESS
C, LA.



Otto T. Mallery, NRA board member, and Mayor Morrison talk things over beneath the oak trees in beautiful City Park.

Congress guests are watching square dancing after having breakfast under the oaks.

Mrs. Scott, Alan Burritt at dinner.

Johnny Brechtel of New Orleans and NRA's Anne Livingston examine puppets in New Orleans booth.

Left: A gay and amusing revue is presented by young folks via NORD's own show wagon.

at night and "make them full-time centers of adult as well as children's activity." She pointed out that, in Milwaukee, forty-five social centers, most of them in school buildings, are bringing neighbors together and keeping children off the streets. In comparison, she quoted a 1912 local survey listing 842 pool tables in disreputable saloons and hang-outs and showing that, on any given Saturday night, fourteen percent of the teen-age population was present at a shabby commercial dance hall.

"Recreation is no longer promoted on a basis of sentiment alone," she said. "It is a sound community investment on a par with schools, fire protection and other standard services. We evaluate recreation not simply as a deterrent of juvenile delinquency, but as a contribution to life enrichment, physical fitness and mental health."

Dr. John D. Williams, Chancellor of the University of Mississippi, told delegates that because recreation is "essentially democratic" in function it constitutes one of the most effective means whereby people can come to a friendly understanding of each other and discover the meaning of freedom through cooperation. His chosen topic was "Recreation and Abundant Living."

"Recreation fosters group loyalty and group consciousness," he said. "Such a force, which . . . makes for community solidarity is greatly needed in the world today.

"Recreation is not an escape mechanism but a means of realizing the whole man. The use people make of their leisure is a matter of social concern . . . and will determine the character of our society."

Allen T. Burns, former president of the National Conference of Social Work, former director of the National Information Bureau and Community Chest and Councils, and an old friend of Howard Braucher's, presented a touching and deeply sincere tribute to Mr. Braucher under the title, "Howard Braucher and His Contribution to the Enrichment of Human Life." Otto T. Mallery followed with appreciative recognition of Ernest T. Attwell's long years of outstanding service to the recreation movement.

All in the Day's Work

Despite the recreation attractions of the City of New Orleans, Congress delegates had come to that community primarily for work, and this fact was evident throughout the daytime discussion panels, the business conferences with recreation consultants and with each other, and the serious examination of the new equipment displayed by commercial manufacturers and of published materials of the National Recreation Association and other organizations. Local educational exhibits were a center of interest. Every minute was made to count and, on the last day, the consensus of opinion was that much had been accomplished.

The series of thirty-four panel discussions scheduled through the week covered such topics as: How to Serve the Needs of Rural Areas and Small Communities, College Recreation Programs, Camping Programs in Public Recreation, The One-Man Staff—How to be a Recreation Executive and Everything Else, Fundamentals of Playground Operation, What Information Do We Need—A Round Table on Research, In-Service Training, Community Services for the New, Young Servicemen, Church Recreation, Public Relations, Recreation Personnel Standards, Basic Principles of Park Administration and Programming, New Trends in Programs for Women and Girls, Pet Ideas, Bring Your Problem to the Experts—A Problem Clinic, and so on. (In order to be sure of obtaining a full account of these meetings and their results, order your Congress Proceedings *now*.—Ed.)

A meeting on Living Begins at Sixty—Recreation Programs for Older People, included a demonstration by members of the Golden Age Club of New Orleans. All took part enthusiastically, as older people usually do, and the occasion was enjoyed hugely by all attending. One Golden Ager astounded all by playing expertly on his musical instrument—a broom, of all things. Don't ask us how he does it!

This year, summarizers of all meetings were asked to hurry directly to the press room with their reports, so that news hot-off-the-griddle might go out over the wires before nightfall. National press coverage was unusually good.

Activity sessions were well-attended, and featured Arts and Crafts, Music, and Social Recreation.

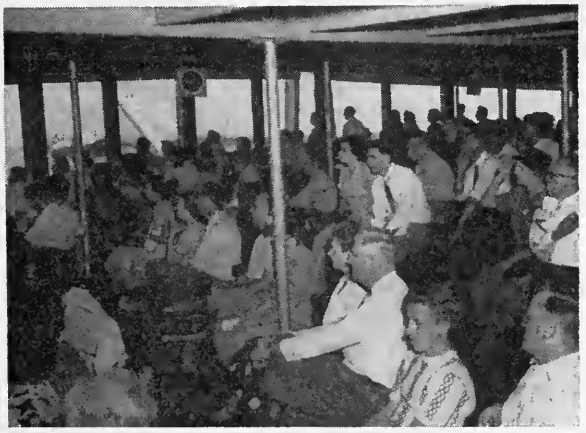
The special conference on Administrative Problems for Chief Executives of Local Recreation and Park Agencies was held for the second time this year, and again was judged extremely helpful. Also among the conferences for special groups was one on Hospital Recreation, held under the auspices of the National Recreation Association and the American Recreation Society. About one hundred hospital recreation workers gave two days to facing special problems of concern to this group. The American Recreation Society held their annual business meeting as usual (see page 409); and the Industrial Recreation Conference meetings were scheduled during the first two days (see page 392).

Delegates at Play

An official sight-seeing tour of New Orleans, arranged for the Congress by NORD, in cooperation with the Jean Lafitte tours, and including not only a visit to its most interesting sections but also to the recreation facilities of the department, took place on Tuesday afternoon. All exhibits were closed and no general meetings scheduled at that time—although a few special meetings were held. Thus the majority of delegates were free to take advantage of this opportunity to become better acquainted with this historical old city.

After the general session that evening, the new, light opera division of the busy New Orleans Recreation Department presented an especially prepared production, "Bits from Hits," for the entertainment of assembled delegates. This is the first of a series of such musical programs planned by the division. The boys and girls hope to recruit a chorus from interested citizens and next year present an entire light opera season. The whole performance—made up of scenes from Broadway musical favorites such as *Show Boat, The Desert Song, Porgy and Bess* and *Oklahoma*—was beautifully done and greatly enjoyed by everyone.

The next morning NORD further displayed true Southern hospitality by playing host to the Congress guests at a breakfast under the beautiful and ancient old oaks in City Park. Busses were lined up before the Roosevelt Hotel bright and early—seven a.m. to be exact—and immediately began filling with sleepy-eyed but interested Congress folk. The cavalcade started promptly at seven-thirty, advancing through the streets in state, preceded by an impressive motorcycle escort. At the park, busses disgorged the hungry passengers on green, dew-drenched lawns where a lavish Southern breakfast awaited them. Square dance groups of the department, dressed in costume and apparently up for these many hours, already were gaily dancing on the green, the music echoing beneath the trees.



Listening to guide on boat ride down the Mississippi.

From the oldest and largest gnarled oak, long white tables, set for the feast, sprayed out like the points of a star. Everyone lined up at the serving table where plates were piled high with delicious veal steak a la creole, hominy grits, breakfast rolls and plenty of butter. These were taken in charge by attractive and gracious volunteers from the recreation department who seated each guest, kept him supplied with orange juice, coffee, rolls, butter and generally provided excellent service. Kegs of additional fresh orange juice and ice water were strategically placed so that guests could help themselves. Pralines were passed by volunteers dressed as the dearly beloved Southern Negro Mammy. Upon completion of breakfast, delegates were welcomed by the mayor and by Lester J. Lautenschlaeger, volunteer director of NORD, from the stage of the department's traveling theatre. Then department members put on a gay and amusing review and, after this, visitors watched the square dancing and roamed about at will until time for departure for the eleven o'clock meetings.

Other entertainment offered by the indefatigable recreation department included a delightful afternoon boat ride down the Mississippi, a hayride, luncheons and social parties for special groups. As a big closing event, on the last evening, delegates were treated to a masque tableau of the story of Jean Lafitte, the buccaneer, followed by the lavish color and pageantry of a Mardi Gras ball. The opportunity of seeing the gracious introductory ceremony of the latter, patterned after the real Mardi Gras balls in New Orleans and using the same exquisite costumes, was a great treat for Northern folks. When the dancing actually began, lady delegates were invited to participate in the "maskers dances," after which dancing was enjoyed by all. Visitors were interested to learn that such balls take place in New Orleans from the first of the year to March, the time of the city-wide Mardi Gras festival. Mardi Gras clubs, all over the city, plan and hold their own preliminary balls.

It was intriguing, too, to note how the "maskers dances" were handled at the ball, and many a delegate came away with a new idea for the mixing of dancers in a social recreation program. In the ceremony of the ball, only the gentlemen were masked. Lady guests were seated in special sections, around three sides of the ballroom floor. When the music started, couriers came to these sections, calling out the name of the lady asked to dance. He then led her to her masked partner,

whom she joined in a grand march until all ladies were on the floor, at which time the actual dance began. In this way each lady, in each section, took her turn and received from her partner—as a part of the Mardi Gras ceremony—a souvenir of the ball. Each masker carried a satin bag of souvenirs hanging from his wrist. After all the ladies had danced, masks were removed and general dancing was the order of the day.

Industrial Conference

Representatives from industries from Denver on the west, Detroit on the north, and the Atlantic seaboard, attended the industrial recreation meetings held September 12-13 in connection with the 31st National Recreation Congress in New Orleans. The majority of the representatives came from "mill-town" communities, and the main theme of the discussions centered around the employee recreation activity programs and their relation to the community and the families of employees. All the speeches came directly to the point and were followed by good participation from the floor.

George Blakeley, personnel director for the Shell Oil Company of Norco, Louisiana, in discussing "Company Responsibility for a Livable Community," stated that employee recreation programs are now a must in industry. "It is just good public relations for a company to have recreation activities in which the employees, their families and the community can participate," he said. "A company is responsible for a livable community, but the people themselves should have a voice in the type of recreation they want, and they should be allowed to administer the program themselves."

William T. Prichard of the General Motors Corporation presided over the meeting on "Problems in Competitive Athletics in Industry." B. H. Burge, recreation director of the Ethyl Corporation in Baton Rouge, Louisiana, emphasized the importance of having department leagues in all sports rather than a representative team in one or two sports. Employees are becoming older, and less active sports must be encouraged in the employee recreation program. During this session, Charles W. Lahey of the New Orleans Commercial Athletic Association explained the organization of the industrial athletic association in New Orleans, while that of Denver was described by its president, Mr. McCarthy. In both cities the associations operate in conjunction with the local recreation departments.

Dr. J. J. Ray, training director of the General Shoe Corporation of Nashville, Tennessee, presided at the session on "Balancing the Recreation Program," in which G. M. Matlack, recreation counselor for Burlington Mills in Cramerton, North Carolina, gave an excellent talk. He stated that a balanced program must contain those activities in which the employees, their families and the community are interested. The program must include, in addition to athletics and sports, music, drama, folk and square dancing, other interests.

One of the most interesting sessions was on "Programs for Women and Girls," at which Mrs. Catherine Simpson, formerly an industrial recreation director but now director of special activities for the Denver Department of Recreation, presided. Miss La Vonna Urquhart, activities director of the State Farm Insurance Company of Bloomington, Illinois, told of the program for the office girls at the home office of her company, which has a total of 2,000 employees. "Younger women and girls will participate in almost as many athletic activities as the men—although they are not as competitive-minded," she said. "Coed activities have a great attraction for them and should be encouraged in all plants. In our company we have many who are approaching middle age and our responsibility to them is great. Creative activities have a wide appeal, not only for those women whose physical energy is not equal to active participation in sports, but for those who like to develop taste and skills."

The Problem Clinic, with C. W. Johnson of United Airlines presiding, brought up the usual questions on organization and administration. William C. Ziegenfus, director of recreation for the Sun Oil Company of Marcus Hook, Pennsylvania told of the program and organization in that company, involving programs for both racial groups. On the question of interesting the community and families, Robert A. Turner outlined the program of the West Point Manufacturing Company of Lanett, Alabama, which conducts recreation activities in five different communities.

Ray Kooi, recreation supervisor of the Ford Motor Company, illustrated the administration and program of a large corporation by telling about program operation in his company. The question of how to organize and finance a community industrial athletic association was answered by J. Earl Schlupp, recreation director of Denver, Colorado, who stated that a company membership fee was ten dollars, with each company paying its pro-rata share of the cost of operating each league in which it has a team. A budget for each sport activity was prepared in advance, with each team paying an equal amount at the start of the season, to cover the entire cost of the league.

Travels of a SHOW WAGON

HERE COMES THE show wagon! This cry could be heard around the Municipal Auditorium in New Orleans when the Denver, Colorado, Show Wagon pulled into town with its exciting mobile variety show.

Sponsored by the *Rocky Mountain News* and the city and school recreation departments of Denver, the road-worthy wagon and performers made the long trip to the Crescent City in Louisiana, to be a feature at the 31st National Recreation Congress. One last big, widely publicized entertainment at the Paramount Theatre in Denver, with paid admission, helped finance the unique safari that was to call the attention of other communities to the New Orleans meeting in a gay and amusing way. Along the route—at Colorado Springs, Amarillo, Fort Worth and Houston—the wagon stopped to give special entertainments and to publicize the Congress. In Fort Worth, for instance, the wagon played to about 2,000 persons at Centennial Park.

When they rolled into town on time, however, the staff in charge still had the jitters. This was because they'd lost hours when the truck-theatre bogged down in an Amarillo park, following a heavy rain storm. Other time had been lost, too, because the Colorado drivers stopped to pick cotton. It was the first cotton they had ever seen. In New Orleans, the theatre was set up on the lawn of the Municipal Auditorium, where a free show was given every evening.

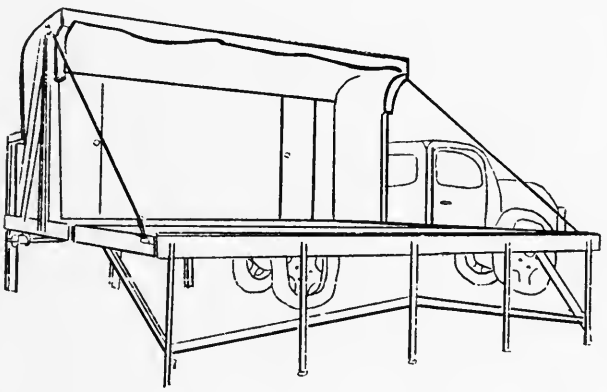
The show wagon was started in Denver two years ago, in an effort to bring free public entertainment to hundreds of folks who visit city parks in the evening, and to give local youngsters a chance to show what they can do.

Performers were secured by means of auditions. In order to hold auditions over a six-week period, Denver was divided into five districts. Each week two auditions and one show were held in one district, and the finals were held during the sixth week at one of the city's largest parks. Registration for auditions was held at all of the forty-seven supervised summer playgrounds, with prospects urged to sign up in their own neighborhoods.

Participants received numbers and were auditioned in order, with no attempt made to build attractive programs. However, each audition attracted hundreds of spectators who enjoyed the informality and variety of the acts. No screening was done prior to auditions, but no serious problems resulted. In each district the big show was formed from material found in the auditions, and a well-balanced program, including solo and group numbers, all types of dancing, music, comedy skits and the like, was planned.

All ages, ranging from four to sixty-seven years, were included in each show. Care was necessary to avoid the show wagon's becoming a "kiddies amateur show." Untrained as well as trained talent was selected for the performances, and family groups and groups of friends in skits were encouraged. An average of thirty-two acts, running about an hour and a half, was used in the shows.

The show staff included a tactful master of ceremonies; a stage manager and assistant whose responsibility it was to handle participants back stage, as well as carry out the program; a pianist who accompanied all numbers, thus giving all participants an equal chance; a sound man who, in addition to handling the public address system during performances, provided recordings for an hour preceding programs; three maintenance men who furnished props for acts and set up and removed all equipment; two regular playground leaders who helped maintain high standards of conduct throughout the audience, particularly around the ropes protecting the show wagon. Police details were assigned as needed, and recreation department supervisory personnel furnished their services.



Judges were ten to fifteen anonymous spectators, plus four to six regularly attached personnel. The judges at auditions chose the candidates good enough to appear in the district shows, and at each of these performances chose the candidates outstanding enough to appear in the finals.

Square dance clubs, as well as classes, are open to all who are interested.

RAY WILKINSON
Springfield College, '49

A STUDENT LOOKS AT THE QUESTION

DO STUDENTS ASK for recreation on the campus? The answer to that question may be found in one word—YES. They ask for one thing—the opportunity to take part in various types of activities. They ask the college authorities for permission to engage in these activities on the campus, and they ask for college assistance, either financial or physical.

What types of activities do students request? In talking with a number of them, and in looking at the question from past experience, students ask for activities covering the total scope of the field of recreation, namely: music; arts and crafts; the arts; the dance; camps, camping, and conservation; nature and exploration; social activities; drama; athletics and sports. This may seem to be a very large area to be covered by a college recreation program. To those administrators who are not anxious to accept the responsibility for assisting in recreation on the campus, the area *is* a large one. However, as will be made clear later, the job of the administrator may not be as difficult as he thinks.

Many students seek the opportunity to get to know their instructors as individuals outside of the classroom rather than merely as people who give formal lectures and dream up tricky exams. This last point has come to a focus in the educational system today. The greater maturity of the ex-serviceman and his intense interest in the subject matter of a course, above and beyond that presented in lectures, demand a closer association of teacher and pupil.

Having attended two other colleges before coming to Springfield College, I can look back on these experiences, and compare them with the present one. During a year and a half at one institution, and a year at another, I now realize that, other than the traditional activities generally found in all educational institutions—such as glee club, band, dramatics club and intramural activities—really very little was done in the field of recreation. Surely the time has come for college authorities to realize that recreation on the campus should go far beyond the traditional stage? Opportunity should be provided for students to express themselves, and an attempt made to discover their needs and interests.

In either of the colleges previously attended, no such attitude was evidenced on the part of the college authorities or faculty. For instance, the faculty and the administration did not seem to welcome any personal visits by students. When such were made, it was generally for some special reason, often unfavorable to the student.

What is being done at Springfield College? To

begin with, there is not one of the nine areas mentioned above which is not included in the program one way or the other—and various degrees of each area are covered. In music, for instance, in addition to glee club and band activities, courses in song-directing, appreciation, and vocal quartet assistance are available. The arts and crafts studio is open during specified hours, with instruction available to anyone interested in furthering his hobby, and for those who want to learn new crafts. Art is represented in various courses in painting and sketching. The dance is offered through dancing classes, a square dance club, and a club for those interested in learning how to call square dances. Camping and conservation are presented through the use of the camp facilities owned by the college, as well as through courses. Nature and exploration are offered through the facilities of the camp, as well as through the Outing Club. Social activities—bridge tournaments, informal dances—are covered through the facilities of the Student Union. Drama activities are covered through the activities of the Dramatics Club, the Radio Theatre Club and through drama classes. Last but not least, athletics and sports are featured in at least twenty-three different activities.

Why has it been possible for recreation to become so much a part of the campus life at this college? Because, through the administration at Springfield, the principles of recreation fit in with the general philosophy of the purpose of the institution. Here, students are being taught to work with others, to assist others in an attempt to develop a totally integrated personality. How better to teach students than to put the theory of the classroom into practice on the campus!

It has been commonly said by faculty members at Springfield that if they wish to get any work done they have to leave their office because there are so many students coming in for chats. The chats may deal with anything from Russia's intentions in the present crisis to the status of the Brooklyn Dodgers. There is no reason why such an "open door" policy cannot exist elsewhere.

Why should colleges accept the responsibility for recreation on the campus—both curricula and extra-curricula? Because there are many students who, up until the time they attend such an institution, have never had an opportunity such as is being discussed here. Therefore, it would seem that colleges should provide every opportunity for the student to prepare himself, through recreation, for a richer and more meaningful life. In the final analysis, creative recreation experiences may well prove to be of greater value in life than mere "book larnin'."

However, I should like to caution colleges against imposing such activities upon the students. They should wait until they request them and then should *help* the students to get these activities started. Thus, the students are free to take full advantage of the situation and problems facing them, and to gain added experience in the democratic administration of these activities.

Congress Proceedings 1949

YOUR COPY OF CONGRESS PROCEEDINGS will give you details of all meetings at the recent 31st National Recreation Congress in New Orleans—addresses, summaries of panel discussions and a report of the industrial sessions. Meetings this year dealt with new trends in recreation, emphasized new areas of work—can you afford to miss this collection of the results of nation-wide thinking and experience?

The number of copies to be printed is determined by the number of prompt orders received, so if you wait too long you may be one of those who miss out altogether. We can't stress this enough: ORDER NOW!

This material should be in final printed form early in January, if not before—price, $2.25. Send a card immediately to:

THE NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue, New York 10, New York

Adventure in Tennessee

PAUL D. OLMSTEAD

AREN'T THE ADVENTURES of youth often the subject of conversation when old friends get together? "You remember when we put crabby Uncle Bill's buggy on top of his barn? It was two days before he could find it! And the time we came so close to getting caught by the law and lay under the porch half the night?" There are few who can't remember such adventures as talk progresses.

They are a youthful necessity the world over, but in Overton County, Tennessee, the stories and pranksters never grow old. Wherever men gather, these old and new stories are told. Everywhere youngsters hear men bragging about the stunts they have pulled, and the tougher the prank, the more fame they receive.

The Local Picture

So it is that there is a tradition in this county which calls for a record of exciting experiences if you want to be anybody. In each community there is one youth who is most gifted in figuring out exciting things to do, and every community has the perfect scapegoat who reacts most violently to the gang's exploits. Usually the most fun is derived from the worst stunt performed without getting caught. Gangs teach youth to lie with a straight face whenever it is to their advantage.

Overton County has but one city, and that with less than 3,000 citizens. There is one movie—specializing in westerns and crime stories. There are two pool rooms, a small roller skating rink and the high school gym, which is used solely for basketball. This is the only competitive sport in which everyone is interested. Scattered throughout the rest of the county are small rural villages with a church, sometimes a grade school, and at least one general store.

Paul D. Olmstead, who is the organizer and advisor of the Alpine Recreation Association, is a representative of the Presbyterian Board of National Missions.

Most of the churches have Sunday School every Sunday and one or two preaching services each month. Some of them have a Sunday evening young people's meeting which is educational, social and recreational. Where there are schools there are basketball teams for both boys and girls. During the school year they compete with other schools, and every March finals are held. Team members constantly strive for perfection in this sport, and baskets are nailed to trees and barns for practice.

Hunting and fishing are enjoyed by the male population from the time they reach their teens. Probably the best loved of these are the sports that require a good dog. Fox, coon, squirrel, possum and rabbit dogs are another source of stories. Illegal hunting and fishing becomes a game—the trick is to get the catch home without being seen by the warden. If they do get caught the joke is on them, and they gladly pay the fine.

It is against the law to make, sell or carry liquor in the county; thus the selling price is high and many men secretly produce it and sell it to anyone having the price. All kinds of stories result from this and add vicarious excitement to those listen-

ing. Many boys get pleasure from knowing where they can get the stuff, while others aren't content just to know.

The parents of these youths work as small farmers, sawmill hands and coal miners. The hours are long, the pay small and the families large. Parents have neither the time nor the energy to be interested in the recreation of their offspring. When boys and girls start going together there are no living rooms for them to use, for most homes are small. About the only chance they have for courting is while walking to and from a religious or social function. One of the mores of this county is that no affection or emotion be displayed in public except in mourning the dead. It is probably because of this that round dancing is not practiced, nor are games played at parties that require physical contact between boys and girls.

Thus, throughout the county, we see folkways, mores and traditions which produce "wreck-reation" for our young people instead of "re-creation," which they need so badly. The church has taken a step in the right direction with its Sunday night social gatherings, but there are six other days in the week during which our young people are demanding excitement.

Alpine Recreation Association

As a result of these conditions, the Alpine Recreation Association, now in its second year, was organized. It wasn't necessary to live in Alpine long to realize that a boys' gang was operating busily, and that the Alpine Rural Life Center was its target. It started because the community youth resented the discontinuation of Alpine High School, whose basketball teams were well-known throughout the state. When the chance to be part of these winning teams was taken from them, many took out their disappointment on what was left of the school. The gang got such satisfying reactions from bedevilling the center residents that it got to be a habit when they needed some "fun."

The Alpine High School had closed in 1945, but the gym, school auditorium and manual training and repair shop continued to be maintained for community use. The gym was used for basketball only; the auditorium for community events such as pie suppers, musical programs, singing games and parties; the shop was used for wood, metal and auto repair. Maintenance expense was taken care of by the Rural Life Center.

For a while two men, one from the center and one representing the community, directed the use of the gym and the athletic field. When the center's man had to leave, the responsibility was left with the other man and a youth committee. For some reason, the program eventually stopped and the gym closed until September, 1947. During this period the gang broke into the gym and destroyed lights, windows, locks and fixtures; turned on the water and left it running; used basement rooms for a hangout at night. They also damaged the high school building.

When a number of social events took place in the high school auditorium in the fall of 1946, the gang leader really took advantage of all possibilities. All padlocks were stuffed with matches; low wires were stretched across paths and roads; logs, foot bridges, brush and trash were used to block the only road, and there was a continual barrage of homemade firecrackers. Similar tricks disrupted the Sunday evening young people's meetings.

Experimental Steps

As a resident member of the Presbyterian church staff, I came to Alpine to train workers in the woodworking shop. In majoring in rural community organization in college, the importance of becoming established in a community before becoming involved in organization work was stressed. Although I was not a part of any youth or adult organization for fifteen months, I could not ignore the tremendous youth problem.

It didn't take me long to find out who the leader of the gang was, and what boys were its most active members. Early in 1947, the men in the wood-working shop built a regulation ping-pong table. I bought the rest of the equipment and started teaching the game. The gang became interested, and I offered to help the leader, who was poor at playing. By the end of the spring, he could beat me. During this coaching period he began coming to me for advice and, as our friendship matured, the activities of the gang decreased.

Several basketball teams were organized that fall and, on occasions, the center director opened the gym for practice. When this duty was turned over to me, I suggested an organizational plan to the young people, who liked the idea. After clearing such action with the center, we formed a committee consisting of a representative from each team, three adult men of the community, and myself, to manage the gym during the basketball season. To get the money necessary to pay for the lighting and heating, it was decided that each team pay fifty cents for a practice night and two dollars for the gym while using it; and each was assigned a set practice night. The local merchant on the committee handled the key, money, and kept the weekly schedule of games.

Singing games for the young people, held in the auditorium, had been discontinued because of the group's bad behavior. One night the village mechanic, someone very interested in youth, requested that they be allowed to continue these games under his direction. However, there was now a ban on the use of the auditorium for any social event since the building housed three small industries, so it was necessary to use the gym for all community gatherings. With the help of the mechanic and other adults, the gym was opened for singing games on Friday nights.

As treasurer for the management committee, it was obvious that we didn't have sufficient income to heat the gym, much less pay the light bill. The decision was then made to have free practice nights and collect fifty percent of the gate receipts on games. This change improved our income but it still wasn't enough.

Finally, on March 31, 1948, a general meeting was called. I reviewed the activities of the past six months, pointed out the problems ahead, and suggested that the group organize as the Alpine Recreation Association, elect its officers and put committees to work. After considerable discussion, forty young people and six adults voted to establish such an association.

Organization and Activities

Officers were elected and an agreement was drawn up by members of the Alpine Rural Life Center staff governing the association's use of the building and grounds. Necessary committees, covering definite responsibilities, were set up. A verbal agreement, effectively guiding the activities of the Alpine Recreation Association, covered maintenance, cooperation with ministers, types of recreation activities, formation of clubs, and so forth. The ARA is under the jurisdiction of the Board of National Missions of the Presbyterian Church, which had been responsible for the construction of the gymnasium in cooperation with the Public Works Administration.

In spite of months of promoting such an organization before the step was taken, the community youth failed to grasp the idea that *they* were the organization and could make or break it. Direction from others was too deeply ingrained to let them assume the responsibilities of the association, and this was the biggest problem facing the officers.

Many problems arose within the new organization. When the girl who was elected secretary left Alpine, no one took her place. The president resigned, and his place was taken by the vice-president, who was the mechanic vitally interested in youth problems. Trouble was caused by different groups of boys and girls, some groups resenting their officers. But such problems are now being resolved as they arise.

Repairs to the building have been achieved through working bees. The young people have built a store room, a record cabinet, replaced lights and hinges, cleaned basements, repaired leaks, installed outdoor lights and created a parking area of crushed rock.

This gym was built to service the youth of the entire Cumberland Mountain Presbytery and, under the Alpine Recreation Association, this is once more being achieved. Expenses of the program now are met by charging each local group, except the grade school, fifty cents a night for practice sessions, while each outside group pays a dollar an hour for the use of the building. The association collects fifty percent of the gate receipts from all games. The Alpine young people are responsible for the building and maintenance work, assisted by grade school members who keep the gym floor clean.

For the first time, the ARA is on firm financial ground with a bank balance. It hopes to have sufficient funds soon to sand and refinish the gym floor, to build individual team lockers in the gym, to have a new scoreboard made, and to buy some outdoor recreation equipment.

Since the recreation association started, there has been little vandalism in Alpine. Nothing in the community was disturbed last Halloween, and there has been only one broken window light in the gym. It has been a long time since there has been any sign of gang "wreck-reation." But the Alpine Recreation Association still has a lot to accomplish and will have to organize exciting and new group activities if it is to hold on to the very valuable gains it has made.

Just Out! **50c**

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Recreation Leadership

A Committee Report

What They Are **How to Apply Them**

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World at Play

Both the campers and the dogs seem to enjoy this frolic in the sno
Dog sledding can be one of the favorite activities at a winter cam

Winter Wonderland Camp—Convinced that young America needs thorough orientation in winter recreation in order to obtain the maximum benefits in future years, President Daniel L. Marsh of Boston University and Dean George K. Makechnie of the Boston University College of Physical Education for Women have undertaken an interesting venture—Sargent Winter Camp.

In December of this year, the 500-acre establishment in the Monadnock area of Peterborough, New Hampshire, will be opened for its third season of three-month camping sessions. Once again, pre-college and college boys and girls will be offered the rich experience of learning and playing together out-of-doors. Program emphasis will be on well-planned education-recreation in the how's and why's of such popular activities as skiing, skating, dog sledding, ice fishing and folk dancing. In addition, well-chosen, skilled leaders will help the campers get the most out of cook-outs and sleep-outs, instructional movies, songs and games, and other fun.

For more detailed information on the Boston University-sponsored project, write to Dean George K. Makechnie, 6 Everett Street, Cambridge 38, Massachusetts.

City-Owned Country Club—Dearborn, Michigan, has branched out with a new project. It owns a pleasant domain of 346 acres where its more than 80,000 residents can fish, swim, row, play and relax with a feeling of proprietorship. The all-year-round resort, which cost the taxpayers $92,000 about two years ago, is open to young and old alike, but non-Dearbornites are barred.

The city-owned country club lies along the Huron River, one mile west of Milford, thirty-five miles from Dearborn, and features a thirty-acre lake, seventy metal boats, 500 picnic tables, as well as camp stoves and sites, spring-fed drinking fountains; swings, slides and special fishing docks for the children; and two sets of farm buildings for winter use.

Modern Lilliputians—There's something about a festival that no one can resist, and this again proved true when the Jefferson County Playground and Recreation Board of Louisville, Kentucky, staged its annual folk festival one recent summer evening. More than 1,000 people came to the floodlighted softball field at Medora School to watch the performances of approximately 150 children from fifteen Jefferson County playgrounds.

The festival was built around the theme of "Gulliver's Travels," and the children danced the folk dances of ten nations that Gulliver might have visited. Dressed in colorful costumes—made by mothers and youngsters working together in playground craft classes—five to thirteen-year-old boys and girls danced and sang the English "Looby Loo," the Danish "Schottische," the American "Red River Valley" to the tinkle of a piano on the side of the ball field. Flags of various nations strung around the field and a fifteen-foot papier-mache figure of the story's hero also added to the colorful event.

YULETIDE FROLIC*

Games for a Truly Jolly Occasion

Christmas is the season of laughter, of warm fellowship and kindliness. Let your parties, therefore, be as bright as holly berries, as jolly as old St. Nick and, in friendliness, as warm as a burning Yule log.

The program, of course, should depend upon the type of party you are giving. As the old saying goes, "Christmas is the time for giving," and parties usually center around that theme. Sometimes entertainment is complete with the gift-giving and the singing of Christmas carols. Often a Christmas party is happiest when carols are sung and a story is told, or a Christmas play presented. There are other times, however, when the playing of games makes it truly a "blithe, jolly, and gay" occasion. For such times as these, the following are suggested:

Gift Exchange—Here's a novel way of presenting gifts and getting the party off to a gay start at the same time. The gifts are inexpensive but each one pokes a friendly joke at the receiver's pet hobby or peculiar whims. The western story fan receives a toy holster and gun; the swing addict, a miniature piano; the girl who loves to dance, a pair of doll's shoes. The gifts are wrapped and a tag with the receiver's name is put on the outside. Then the gifts are wrapped again, and another name tied to the outside. Each gift is wrapped in this way seven or eight times. The gifts are distributed, but when Mary Morrissey opens hers and finds that it is really for Peggy Lynch, she must hunt for Peg and hand her the package. The packages keep on changing hands and, after much hilarious passing to and fro, each one finally reaches the person for whom it's intended. Shouts of laughter greet the opening of the gift as each guest finds the surprise.

Toys in the Manner of Adverbs—A guessing game with little action but much merriment is played with one person as "it." He stands in the center, the others sit in a circle. "It" thinks of an adverb which the other players try to guess through actions he performs at their directions. Since it is Christmas and everyone is toy-minded, the players name toys which "it" must imitate in the manner of an adverb. Suppose he has chosen the adverb "sadly". One of the players in the circle asks him to imitate a train, so "it" chugs and puffs "sadly" around the circle. It's a little difficult to make a train sad, so the adverb isn't guessed and other toys are mentioned. Most likely the baby doll who calls out "mama" very sadly will give the clue. The person who calls out the correct adverb becomes "it" and chooses another word.

Know Your Number—This is another amusing game for the quick witted, especially at Christmas time when people are thinking of books as Christmas presents for grown-ups and children, and old rhymes and titles come easily to mind. As in the previous game, one person is chosen to be "it". He points to one of the players in the circle and mentions any number up to seventeen. Before "it" can count to ten, the person indicated must repeat a well-known phrase, a rhyme, a song, or a book title in which the number appears. If "it" says three, the answer might be "Three Little Pigs," "Three Men in a Tub." The reply, when he mentions the number sixteen, might be, "Sweet Sixteen and Never Been Kissed." There's no telling what answers you will get with your number questions. Some of them are sure to be unexpected and all of them funny. Anyone who cannot give an answer before the time is up becomes questioner.

On the Christmas Tree—Each person receives a list of clues to articles which will be on the Christmas tree. After everyone has had time to

*Reprinted from a bulletin of Martinsville, Virginia, Recreation Department.

write down his answers, read the correct ones.

Clues	*Answers*
1. Father to John Barleycorn.	Popcorn
2. A container plus a word that sounds like a synonym for uninteresting	Can-dle
3. A title, a letter and a part of the foot.	Mistletoe
4. A bone plus a French word meaning good.	Rib-bon
5. The name of a famous inventor.	Bell
6. Sometimes called "the first national bank."	Stocking
7. A bed and a measure of weight.	Cot-ton
8. This has its points.	Star
9. Another word for telegram.	Wire
10. A metal plus a word meaning to vend.	Tin-sel

Christmas Story—The beloved old story, "The Night Before Christmas," is a source of great merriment when made into a guessing game. Don't refer to the story until the end. Just announce that you are going to play another guessing game. Give each player a pencil and a piece of paper. Have the players write down the left hand side of their papers the numbers from 1 to 22 in sequence. Now ask them to write next to each space in the following order: 1, part of a day; 2, type of building; 3, present participle of a verb; 4, name of an animal; 5, piece of wearing apparel; 6, part of the house; 7, prominent person; 8, piece of furniture; 9, piece of wearing apparel; 10, another piece of wearing apparel; 11, some part of the body; 12, one of the seasons; 13, past tense of a verb; 14, piece of furniture; 15, part of a house; 16, past tense of a verb; 17, part of the body; 18, toy; 19, number; 20, name of an animal; 21, adjective; 22, period of time.

When the players have filled in the last space, give the first player a copy of "The Night Before Christmas" with certain words omitted. The first player reads the story, filling in the spaces with the words he has written down. After he finishes his jumbled version, the other players do the same in turn. Some of the versions will probably make surprising good sense in a ridiculous sort of way.

Here is the story showing the blank spaces where words are to be substituted by the players:

"'Twas the—(1)—before Christmas, and all through the—(2)—
Not a creature was—(3)—, not even a—(4)—
The—(5)—were hung by the—(6)—with care,
In hopes that—(7)—soon would be there.
The children were nestled all snug in their—(8)—.
And mama in her—(9)—, and I in my—(10)—
Had just settled our—(11)—for a long—(12)—nap
When out on the lawn there rose such a clatter,
I—(13)—from the—(14)—to see what was the matter.
Away to the—(15)—I flew like a flash,
Tore open the shutters and—(16)—up the sash
When what to my wondering—(17)—should appear
But a miniature—(18)—and—(19)—tiny—(20)—
With a little—(21)—driver so lively and quick
I knew in a—(22)—it must be Saint Nick."

In the Sock—Wire open the top of a man's sock and hang the sock in the doorway or from the ceiling. Players stand five feet from the sock and toss pennies into it.

Ring the Bell—Suspend a holly wreath from the ceiling and in the center of the wreath dangle a tinkling bell. Players take turns tossing cotton snowballs at the bell. Each one is allowed to try three times and the one who rings the bell most often receives a string of silver bells for his own Christmas tree.

Fixing-Up Old Nick—Have the five or six players who made the lowest score in the last contest perform in this game. Outline the figure of Santa Claus on a large piece of cardboard and tack it to the wall. Leave off his arms and don't draw in the face, but cut out of cardboard the features you omit. Give one to each of the players. Blindfold them in turn, lead them up to the drawing and let them pin on the missing features. When your blind helpers get through with him your Santa Claus will probably hold his nose in his hand, have one ear on his foot, and look through an eye placed over the tassel of his cap.

Reindeer Race—The reindeer are fleet-footed animals cut out of cardboard. Each person makes his own, then races it against the others by fanning the reindeer with a piece of stiff cardboard. Give each person a card, eight by ten inches in size. Provide a double pattern, with hornless reindeer placed back to back, to make drawing and cutting speedier for your guests. Cut out the body first and fold along back. Draw and cut out the horns and slip them into a slit made on the reindeer's back. Put paper clips on the hind legs to

weigh them down. Now your reindeer is ready to fly with the wind.

The reindeer may slide sideways, but that does not spoil the fun. If the reindeer turns over, however, it must be righted before the race can be continued. Have the players race their reindeer two at a time across a long table, or have any number race them at the same time on the floor. Have marked or imaginary lanes. The players can control the direction of the reindeer when they are fanning them but if you don't have this rule some of the players may, in their excitement, block off the other reindeer by blowing their own across the track with a few strong gusts.

Song Charades—This is one of the jolliest games we know. If your group has never played it before, you could find no better game than this to bring your party to a close. The players are sure to think of Christmas songs which will keep the game in the holiday spirit.

Titles of carols or Christmas songs may be used. Divide the group into four teams or more depending on size. Each team acts out in pantomime a verse or title to a Christmas song such as "Santa Claus is Coming to Town," "Deck the Halls with Boughs of Holly," "Oh, What Fun It Is to Ride in a One Horse Open Sleigh."

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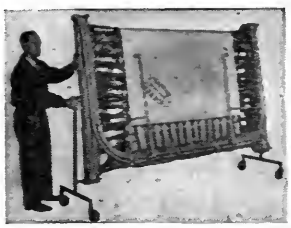

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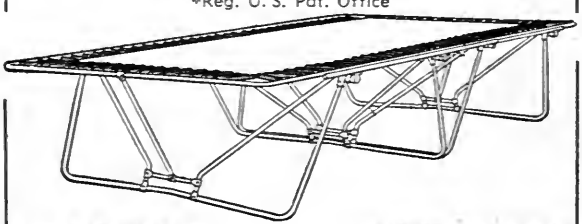

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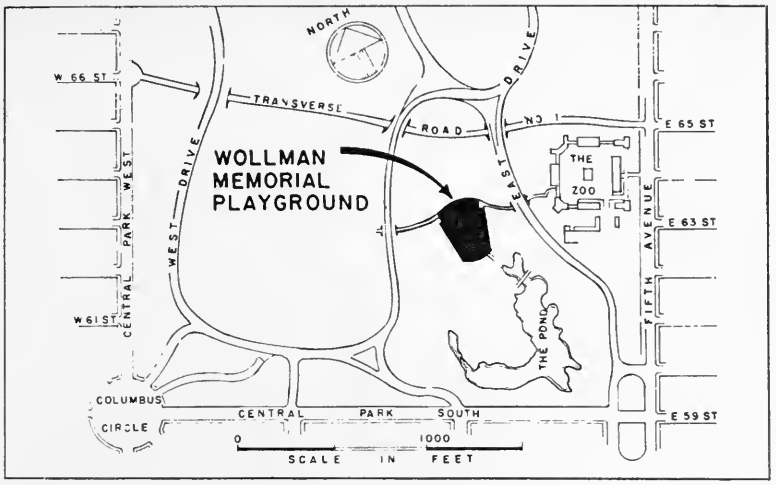

• A GROUND-BREAKING CEREMONY which, according to Commissioner of Parks Robert Moses of New York City, was the realization of a fifteen-year-old dream, took place last October 7 in Central Park. In the picturesque amphitheatre-like area at the lower end of the park, ground was broken to start the development of the Wollman Memorial Recreation Center.

It was a very moving ceremony in which Mayor William O'Dwyer, Robert Moses and Borough President Hugo Rogers told of the need for playgrounds and recreation facilities in New York City, and of the dreams that they have had for meeting these needs. They also expressed their personal and official happiness in seeing this great project underway.

All were deeply impressed with the address of Miss Kate Wollman, the donor, who told of her joy in being able to provide this important recreation facility and of how honored she felt at the city's acceptance. She expressed regret that other members of the family could not be present to share in this satisfaction.

Miss Kate Wollman, donor.

The National Recreation Association was happy to be represented at the ceremonies because of the long interest of the Wollman family in its work—to which Henry Wollman began contributing in 1915. After his death and the establishment of the Wollman Foundation, the late John H. Finley, president of the National Recreation Association, was appointed a trustee. Miss Kate Wollman has generously continued this interest in the Association's work and in the whole field of parks and recreation, as indicated in her magnificent provision for New York City.

The Wollman Memorial Recreation Center, made possible by a $600,000 gift from Miss Wollman, in memory of her parents and deceased brothers, will be located immediately north of the fifty-ninth street pond in the southeast corner of Central Park. Its outstanding feature will be a large, artificial ice-skating rink, which will provide outdoor ice skating from the end of October to late spring. Throughout the other months, the rink will be used for roller skating, dancing and concerts. Also included in the memorial is a semi-circular building at the northerly end of the rink to house the refrigerating equipment, dressing rooms, a food concession, skate shop, and other such facilities. A completely equipped playground—with swings, seesaws, sand pit and shower basin—will be constructed on the roof of the building, and will extend back into the park.

A memorial tablet, giving the names of the members of the Wollman family in whose honor the gift is made, will be placed in the interior of the building near the main entrance.

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Santa Claus School

SANTA CLAUS SOON will be coming to town—and in Wilmington, Delaware, he'll be as close as possible to the fat, cheerful, "jolly old elf" that all folks picture him. In order to develop natural and realistic Santa Clauses, the Recreation and Promotion Service of Wilmington is holding a Santa Claus School in early December. Here, without charge, anyone interested in being a Santa Claus will be able to learn the proper techniques and background information about Santa's character and the history of Christmas, and people who have been a Santa will have the opportunity to exchange ideas on how to be a good one.

Volunteer leaders, experienced in the Kris Kringle role, will conduct the two sessions of the school. Pupils will be taught the importance of a kindly and friendly personality, with a voice full of sincerity and enthusiasm. There will be demonstrations of good use of make-up and on achieving the proper physique—with a pillow, if necessary. Discussions will be held on the costume—standard red coat and pants with fur trimming, white beard and wig, black belt, leather boot tops and heavy shoes—and possible properties, such as a pack, sleigh bells, snow shoes, a large book for children's names.

Since many of these Santas will pay their visits in a home, church, or club, they'll be taught about entrances and exits, which should be lively and quick. A little noise outside, with instructions to the reindeer, and opening the door with a "Merry Christmas to all" and some chatter will result in a hearty and friendly atmosphere. St. Nick should be careful not to be raucous or boisterous. His visits are brief and cheerful, and he should make only true statements to children, with no promises of what they will find in their Christmas stockings.

In addition, Recreation Promotion and Service has conducted a successful Santa Claus suit rental service for three years, charging $3.00 to churches, PTA and youth groups, and $5.00 to individuals, industrial and private groups. Last year their six suits were rented eighty-one times, made possible by the cooperation of all users. It was not unusual for one group to finish with a suit and for a second group to pick it up to take directly to another party. A check list of articles contained in the box with the suit has facilitated the service, avoiding losses, and everyone takes good care of the outfits, which are cleaned whenever possible.

It is interesting to note here that a school for store or commercial Santas was established in New York State in 1937. A flourishing institution now, it puts out school brochures containing tips on what Mr. and Mrs. Santa should wear, and describing the subjects covered in the course. Any recreation people wishing to pick up on Wilmington's good idea for improving local Santas might find some good suggestions in these promotion leaflets. They are available from the Santa Claus School, Albion, New York.

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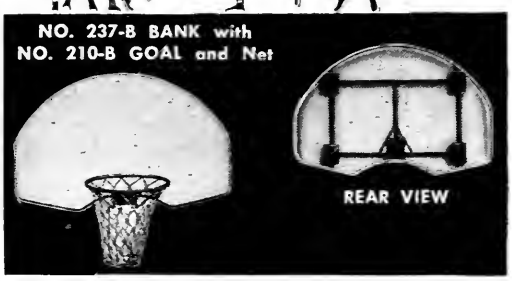

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WHAT IS YOUR THANKSGIVING I. Q.?

Answers

1. b) In every state of the union, in all territories and the District of Columbia.

2. b) The time of the Civil War. Since Abraham Lincoln's Thanksgiving Proclamation in 1863, all presidents have issued yearly proclamations and, with the exception of Franklin D. Roosevelt, have always designated the last Thursday in November.

3. c) Mrs. Sara J. Hale. As editor of *Godey's Lady's Book,* Mrs. Hale, over a period of more than thirty years, wrote many articles urging the celebration of Thanksgiving Day on the last Thursday in November. She also wrote many letters to presidents in office, to the governors of the states, and to members of Congress, urging the fixing of a definite date for Thanksgiving.

4. a) The standard of living. The American standard of living is the highest in the history of the world. With less than eight percent of the world's population, we produce forty-two percent of the world's wealth. The American standard of living is at least ten times greater than that of the Soviet Union.

5. d) The Bill of Rights. Freedom of religion is guaranteed by the Bill of Rights in amendment one which reads in part as follows: "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof. . ."

6. d) A system of self-government. In the Mayflower Compact the Pilgrims agreed to "combine together in one body and to submit to such government and governors as we should by common consent agree to make and choose."

7. d) Governor Bradford of the Plymouth Colony. Governor Bradford issued the first Thanksgiving Proclamation in 1621 in return for the bountiful harvest which followed several months of cold, hunger and disease.

8. d) By the "Nine Promises of a Good Citizen." These nine promises provide a definite formula for encouraging a more active, personal citizenship. The best way to express our gratitude is not by words, but by our actions as good citizens.

9. True) Slavery was not abolished throughout the United States until the 13th amendment was ratified.

10. True) Compulsory labor or involuntary servitude, except as a punishment for committing a crime of which a person has been convicted, was abolished by the 13th amendment.

11. False) The crime rate for 1947 rose 13.6 percent above that of 1946. Here is the reason for living up to promise three of the "Nine Promises of a Good Citizen"—"I will respect and obey the laws. I will assist public officials in preventing crime and the courts in giving evidence."

12. True) If our American heritage is to be preserved and handed down to future generations, each citizen must feel morally responsible for contributing to the betterment of his community, state and nation.

13. False) The Constitution did not provide a secret ballot but it was introduced by various states after the Civil War.

14. False) It took hard work and constant application for the Pilgrims to raise crops and to get fish from the sea to feed their families.

15. False) Although the first amendment of the United States Constitution provides separation of church and state, there is no such separation in England. The official state church is the Church of England and it is supported by government funds.

16. True) Each of the state constitutions contains a Bill of Rights similar to the Bill of Rights in the United States Constitution, giving the individual added protection against operation by state or local officials.

17. False) The Pilgrims were persecuted in England because of their religious beliefs and that is why they fled to the Netherlands and from the Netherlands to the New World. Although the Pilgrims wanted the opportunity to practice their own religion, they did not grant toleration or religious freedom to Jews, Catholics or other Protestants.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

Parks and Recreation, August 1949
The Out-of-Doors for Summer, Ernest V. Blohm.
Park and Recreation Week Observed in Many Places.
Lighted Baseball Field at Battle Creek, Michigan, C. O. Brown.

Youth Leaders' Digest, Summer 1949
Trip Insurance, John A. Ledlie.
College Recreation Association, Garrett Eppley.

Report of National Conference on Community Responsibility to Our Peacetime Servicemen and Women, May 1949. President's Committee on Religion and Welfare in the Armed Forces, Temporary Building "R," Washington 25, D. C.

Beach and Pool, August 1949
The Pressure Leaf Filter.
Integration of a Community Swim Program.
The Swimming Pool, A Vital Part of Community Life.
Personal Report, Forbes H. Norris, Jr.

Public Welfare, August-September 1949
The Use of Slide Films in Public Relations, Mildred P. Beard.

1949-1950 Teaching Aids Catalogue, School Service Department, Westinghouse Electric Corporation, 306 Fourth Avenue, Box 1017, Pittsburgh 30, Pennsylvania. Free.

Nation's Schools, September 1949
What Makes a Good Noon-Hour Program, William B. Axtell and Darrol E. Robinson.
School Planning—Three Elementary Schools Linking Home and Community.

Sing Together—1949 Girl Scout Songbook. Girl Scouts of the U.S.A., 155 East 44 Street, New York 17, New York. $.50.

Architectural Record, September 1949
Recreation Center for San Francisco's Chinese Population, William Gladstone Merchant.

Safety Education, September 1949
Wheeling Safety, Thomas B. F. Spangler and Dalibor W. Kralovec.
Playground Precautions, Berra M. Peterson.

Parks and Recreation, September 1949
Handball in the Parks and Playgrounds of New York City.
Recreation in the National Forests, Ray E. Bassett.
The Tyler Plan—A School Camp Venture, William P. Hall.
Forest Recreation, Southwide, Winton H. Reinsmith.
The Maintenance Mart.

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Books

Principles of Health Education Applied

By CLIFFORD LEE BROWNELL, Columbia University. *McGraw-Hill Series in Health Education, Physical Education and Recreation.* 354 pages, $3.75

Here is a text which aims to present clearly and concisely the basic concepts underlying the development of health education in schools, colleges, and communities. The author approaches the subject with the consideration of the economic, political, and social forces which explain developments in health education, and the probable alignment of these forces in predicting future developments.

Introduction to Community Recreation

By GEORGE D. BUTLER, National Recreation Association. Second edition. 558 pages, $4.50

A revision of a popular book dealing with methods and problems of organizing and administering a community recreation program. It will give the reader a comprehensive picture of community recreation in the United States. The book includes sections covering the nature, extent, significance, and history of community recreation, with extensive material on the personnel to administer programs.

Modern Football

By H. O. CRISLER, University of Michigan. 286 pages, $3.75

In this new book one of the master football strategists of our time analyzes and explains the fundamental and fine points of the game. The first chapters are devoted to the basic arts of football while the later chapters explain the operation of most formations used today and analyze the best defense for each.

Championship Technique in Track and Field

By DEAN B. CROMWELL, University of Southern California. With the collaboration of AL WESSON. Olympic Games edition. 333 pages, $4.00

Explains in great detail and with concrete examples the successful techniques in track and field and how they are best developed. The book starts with introductory chapters on training and similar matters and then devotes thirteen chapters to the principal categories of track and field events. The last chapter covers the 1948 Olympic Games.

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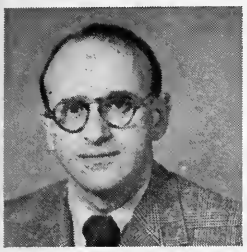
Recreation News

Recreation Society Elections



Charles K. Brightbill

New officers of the American Recreation Society for 1949-50, announced at its annual meeting in New Orleans just prior to the 31st National Recreation Congress, are as follows:

President, Charles K. Brightbill; first vice-president, Harry H. Stoops; second vice-president, Gerald B. Fitzgerald; secretary, Miss Madolin Cannon; treasurer, Charles M. Graves.

Members-at-large of the Administrative Council are: G. Ott Romney, O. C. Rose, C. R. Wood, Jay VerLee, Charles F. Weckwerth.

The following newly-elected Fellows of the Society were honored at appropriate ceremonies: J. R. Batchelor, Charles K. Brightbill, John W. Faust, Miss Corinne Fonde, Harold Meyer, Wayne Sommers.

Chosen by UNESCO

UNESCO—United Nations Economic Scientific and Cultural Organization—has accepted the Creative Drama Project of Seattle, Washington, for use throughout the world. UNESCO will send teachers from Europe to the University of Washington and Northwestern University to study creative dramatics. They will then take what they have learned back to their own countries and use it in teaching their children to understand other peoples by "being" them in plays of their own.

Agnes Haaga, who left the Memphis, Tennessee, recreation department to teach creative dramatics at the University of Washington, says: "We don't teach children to 'act the part' of this or that person. We teach them to 'be' that person." It is this feature of the program, she feels, that particularly appealed to UNESCO.

Creative dramatics is playmaking by the children themselves, using no stage, props or costumes except those created by the youngsters as they go along. Miss Haaga believes in it as an integration of play-acting, playing and education, and already she has trained scores of leaders who have gone out to churches, schools, libraries, recreation departments and Junior Leagues to supervise children in "making plays," thus helping them to better social and emotional adjustment.

Families Remembered

The recently opened college union building of the University of Minnesota—its third—is designed to serve the school's married student population. It was planned to provide facilities and service for the *families* of students, with special attention given to the problems met in raising small children while attending a university.

This recreation center for the families of "University Village" is housed in a two-story building, which was moved to the village and remodeled to meet the needs of the housing project. The first floor includes a large lounge and library, a coffee shop, a game room and a small office. Modern folding curtains were installed to divide the lounge and coffee shop to make operation easier, and the combined area seats 250. On the second floor there is a large study-lounge, a play center equipped to care for twenty-five pre-school age children at one time, a sewing room with two electric machines, and a conference room for committee meetings.

New Titles Adopted

Adoption of standardized recreation titles by the New Jersey Civil Service Department, conforming to national standards as recommended by the national Leadership Standards Committee, was recently achieved by the Public Recreation Association of New Jersey. The Association used the "Recreation Leadership Standards" report of the 1948 National Recreation Congress as the basis of its recommendations.

Titles were revised, not only in recreation, but in other municipal and county fields, to improve their services to governing bodies. The step was necessitated by the increase of civil service jurisdictions, resulting in growth from 900 titles in 1908 to 3,000 in 1948. As many as seventeen different recreation titles applied to a specific job. In some communities supervisors were classified as directors, and vice versa. Such conditions created confusion and prevented proper comparison of jobs. A considerably smaller number of more accurate and appropriate titles are listed now.

Books Received

After the Whistle Blows, Jack Petrill. William-Frederick Press, New York. $10.00.

Amazon Adventure, Willard Price. John Day Company, New York. $2.50.

America Square Dances, Dot Burgin. American Squares, Woodbury, New Jersey.

American School and University, 1949-50 edition. American School Publishing Corporation, New York. $4.00.

Big Bag of Tricks for Boys and Girls. Hart Publishing Company, New York. $1.00.

Birds—A Golden Nature Guide. Simon and Schuster, New York. $1.00.

Complete Book of Doll Making and Collecting, The, Catherine Christopher. Greystone Press, New York. $2.98.

Controlling Factors in Economic Development, Harold G. Moulton. Brookings Institution, Washington, D. C. $4.00.

Educators Guide to Free Films—Ninth Annual Edition, edited by Mary Foley Horkheimer and John W. Diffor. Educators Progress Service, Randolph, Wisconsin. $5.00.

Flying Tackle, Wilfred McCormick. G. P. Putnam's Sons, New York. $2.00.

Giant Playbook, Jeff E. Thompson and Annie Blaine. Hart Publishing Company, New York. $1.00.

Health and Fun, Charters, Smiley and Strang. The Macmillan Company, New York. $.64.

Human Relations in Public Administration, Alfred DeGrazia. Public Administration Service, Chicago, Illinois. $1.50.

Johnny King, Quarterback, Jackson Scholz. William Morrow and Company, New York. $2.50.

Keene Party Book, The, Frances W. Keene. Seahorse Press and Farrarr, Straus and Company, New York. $2.50.

Little Golden Books—When You Were a Baby, Rita Eng; **How Big,** Corrine Malvern; **Bobby and His Airplanes,** Helen Palmer; **Little Galoshes,** Kathryn and Byron Jackson; **The Night Before Christmas,** illustrated by Corinne Malvern. Simon and Schuster, New York. $.25 each.

Make It and Ride It, C. J. Maginley. Harcourt Brace and Company, New York. $2.00.

101 Ways to Improve Your Knitting, Barbara Abbey. Studio Publications, New York. $1.65.

Piano Instruction in Schools, edited by William R. Sur. Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4, Illinois. $1.00.

Play with Plants, Millicent E. Selsam. William Morrow and Company, New York. $2.00.

Playtime Package, Ronny Lewis and Marion Jollison. Hart Publishing Company, New York. $1.00.

Power Skiing, Tyler Micoleau. A. S. Barnes and Company, New York. $2.95.

Source Book of Play Party Games, The, M. Katherine Price. Burgess Publishing Company, Minneapolis 15, Minnesota. $3.50.

Story of Franklin D. Roosevelt, The, Marcus Rosenblum. Simon and Schuster, New York. $1.50.

Supervision of Group Work and Recreation, Hedley S. Dimock and Harleigh B. Trecker. Association Press, New York. $4.50.

Trees—the 1949 Yearbook of Agriculture, the United States Department of Agriculture. Superintendent of Documents, Washington 25, D. C. $2.00.

Very Little Dog, The, Grace Skaar. William Scott Publisher, New York.

Young Razzle, John R. Tunis. William Morrow and Company, New York. $2.50.

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Children's Book Week

NOVEMBER 13 TO 19

A Treasury of Hero Stories

By Joanna Strong and Tom B. Leonard. Hart Publishing Company, New York. $2.00.

HERE BOYS AND GIRLS, from the ages of eight to thirteen, can have the thrilling experience of meeting for the first time such characters as Robin Hood, Pocahontas, David Livingstone, Joan of Arc, Daniel Boone, Booker T. Washington, Florence Nightingale and many others. The stories are well-written in clear and simple language, and will remain long in the memory of any child who has the good fortune to read this book.

New Walt Disney's

Bambi, Mother Goose, Adventures of Mr. Toad. Simon and Schuster, New York. $1.00 each.

THE NEW EDITION of the story of Bambi, beloved by youngsters and grown-ups alike, is in full color. Twelve of the illustrations offer children the delight of feeling Bambi's soft fur. (Fuzzy Golden Book.) In *Mother Goose,* favorite Disney characters illustrate some of the best loved rhymes. (Big Golden Book.) *The Adventures of Mr. Toad* was adapted from Kenneth Graham's "The Wind in the Willows" and presents some of Mr. Toad's most rollicking adventures. (Big Golden Book.)

Two Little Trains

By Margaret Wise Brown. William R. Scott Publisher, New York. $1.50.

A DELIGHTFUL LITTLE book for the very young, with amusing illustrations by Jean Charlot. The pictures fill most of the page and are accompanied by the sort of sing-song couplets which appeal to children and which, in this case, tell the adventures of two little trains going West.

The Team

By Frank O'Rourke. A. S. Barnes and Company, New York. $2.50.

FRANK O'ROURKE, experienced writer of baseball stories, trained with a big league team (the Philadelphia *Phillies*) to get the material for this one. Therefore he is well-qualified to take young readers behind the scenes in the operation of a major league team. The story starts with laying of plans for the coming season, and takes us to Florida with the team for the opening of training; and from that moment we live through their games, and problems on and off the field. It will give boys and girls much exciting inside information about the workings of one of the most popular big time sports.

Packaged Fun

THE HART PUBLISHING Company, New York, has just put out three volumes of sheer fun for different age youngsters, which retail for $1.00 each. *Playtime Package* offers countless hours of play for tiny folks—four to eight; *Giant Playbook* does the same for those from seven to eleven; *Big Bag of Tricks* offers no trick beyond a child's level, but contains astonishing stunts for all but the youngest ones.

For Those Who Work with Children

Youth and Recreation

By E. O. Harbin. Abingdon-Cokesbury Press, 810 Broadway, Nashville, Tennessee. $.25.

MR. HARBIN HAS prepared a brief but comprehensive guide for church leaders interested in including effective youth recreation in their programs. This book is one of a series covering the major areas of emphasis in the Methodist Youth Fellowship program. However, it is of equal value to all interested in the development of sound, creative recreation programs for youth. Specific program suggestions are made in social recreation, sports, arts and crafts, and the like, and suggestions are given about the establishment and operation of youth centers, leadership, and recreation for rural youth. One chapter is devoted to the support of community recreation programs.

How to Make a Play School Work

Play Schools Association, 119 West 57 Street, New York 19. $.40.

THIS BRIEF BUT inclusive guide is a very useful tool, not only for those interested in play schools, but for all recreation workers who handle younger children. Its philosophy and program suggestions are sound and helpful. The book was written by members of the Play School staff.

Half a Century in Community Service

By Charles S. Bernheimer. Association Press, New York. $2.50.

DR. BERNHEIMER WAS one of the pioneers in Jewish social service and community activities. His reminiscences of his fifty years of fruitful stewardship, and his references to social trends and developments, serve to remind us of the tremendous change and progress made since the turn of the century. Of particular interest is his interpretation of the problems and techniques of the assimilation into the American way of life of the many immigrant groups, particularly Jewish groups, coming to the United States during the early years of his active work.

Recreation for Millions

By R. K. McNickle. Editorial Research Reports, 1205 Nineteenth Street, N. W., Washington, D. C. $1.00.

A SUMMARY OF the reasons for recreation, public recreation facilities and services available at all levels of government, and an estimate of private and public expenditures for recreation, are presented in this report in a way that is, on the whole, effective and inclusive. Special attention is given at the close to the problem of segregation in the use of public recreation facilities.

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For a Merry Christmas 1949

A partial list of program, party, crafts and decoration ideas from the National Recreation Association. Full list available upon request.

The Christmas Book ..... $.50
A beautiful booklet full of information about Christmas customs and legends around the world, parties, carols, decorations, gifts and other Christmas ideas and suggestions.

Christmas Is Fun

Christmas Handicraft Recipes (MB 1900)—Four simple craft projects for attractive gifts..... $.05

Christmas Party, A (MB 1420)—Games and gift distribution ..... .05

Christmas Party Fun (MP 409)—Games and mixers .10

Christmas Suggestions for Children (MB 798)—Games, puzzles, favors and gifts..... .05

Dickens' Christmas Spirit (MB 1268)—An old fashioned, Victorian Christmas party..... .05

Games, Games, Games to Make Your Christmas Merry (MB 1827)—Seven games to liven up your party ..... .05

Ice-Breakers and Games for Christmas (MB 1435) .05

Mixers for Christmas Dances and Parties (MB 1425) ..... .05

Polar Christmas Party, A—A party with an Arctic theme ..... .10

St. George Play, The (MP 56)—A rollicking farce over 300 years old..... .10

Some Christmas Quiz Suggestions (MB 1422)—Four quizzes ..... .05

Ways to Distribute Small Christmas Gifts (MB 1587)—For club parties, large celebrations.... .05

Christmas Is Colorful

Christmas Novelties for Everyone—How to make ornaments, decorations and the like..... $.10

Cutting Christmas Greens (MB 1264)—Going after greens, making wreaths..... .05

Gifts and Gadgets Made of Paper (MP 297)—Ideas for gifts and decorations..... .15

Joyous Noel (MB 1825)—Decorations made from inexpensive clay, tin cans, etc..... .05

Make Your Christmas Colorful (MB 1828)—Chemicals to use for adding color to the fireplace.. .05

Suggestions for Novel Christmas Cards (MP 290)—Illustrated. ..... .05

Trimming the Tree for Santa (MB 1955)—Suggestions for making cornucopias, angels, etc..... .05

You Can Make Your Christmas Cards (MB 607)—Fourteen ways suggested..... .05

Christmas Is Serious

Christmas Carnival in Carols and Pantomimes (MP 295) ..... $.10

Christmas Carol Leaflets (per 100)..... .80

Christmas Customs and Legends Around the World (MP 255)—Told in pantomime form. Will serve as basic pattern for similar programs. .10

Festival of Light—Narrator, pantomime, carols for a community program..... .10

Here We Go A-Caroling (MB 1897)—Brief carol program suggestions for reader and choir..... .05

Hints for Christmas in Church or School (MB 1899)—Stage settings, lights, processionals, program suggestions ..... .05

Joy to the World (MB 1585)—A pageant for church based on the story according to St. Luke. ..... .05

Seven Gifts, The (MP 369)—A Christmas pantomime by Stuart Walker. Simple directions for a fantasy about the Christmas star..... .10

Articles from RECREATION

Suggestions for Christmas programs and decorations can be obtained from November and December back issues of RECREATION magazine by consulting your files or the local library. Many of these are now out of print.

Recent Bibliographies

Christmas Masques, Festivals and Pageants with Music (MP 406)..... $.10

Christmas Music (MP 216)—A listing of the best collections ..... .05

Christmas Plays for Juniors (MP 404)—An up-to-date annotated list for children from primary to high school age..... .10

Play for Christmas, A (MP 405)—A new list of secular and religious plays for various age groups including adults..... .10

New Year and Twelfth Night Parties

Beginning of the Year Games (MB 1595)..... $.05

Crown Your Twelve Months Merrily (MP 265)—A unique Twelfth Night Party to bring the season to a close..... .10

"Turn Over a New Leaf Party, A" (MP 171)—Decorations and program..... .05

Watch Night Party (MP 346)—Games, stunts, relays ..... .05

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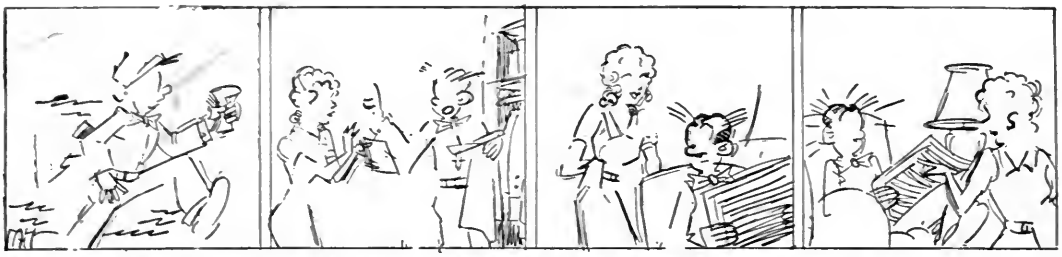

This is how Chic Young, the cartoonist, makes a first rough sketch for the famous strip.

Then when each panel in a strip meets his approval, he makes a careful pencil rendering as above.

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Recreation

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Cover Picture

WAITING

It seems a little strange to me
To have to wait beneath a tree.
They know, I'm sure, I've come to play;
Why don't they start their Christmas Day?

Photograph by Ewing Galloway, New York.

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Recreation

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THE MAGAZINE OF THE RECREATION MOVEMENT

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A Christmas Prayer

Howard Braucher's last Christmas card, reprinted by request.

Lord God of all,
for this Christmas day we thank thee,
for this day of joy,
for this day of giving,
for this day of living,
for this day when we think of the children.

Our hearts are warm within us.
We think first of those who are dear to us,
who are near to us.
For all we see we wish a happy Christmas day.
For all throughout the world whom we do not see
we desire
such joy as belongs to happy children,
such joy as belongs to men who are brothers,
such happiness as comes to those who are ready
to share what is dearest to them.

Lord God of all,
if we could, we would will
that all days be as Christmas days—
without hate; without fear;
days of deep good will for all;
days of courage;
days of desire for justice;
days of a peace that passeth all understanding;
days of a peace that is outgoing, vital, dynamic;
days of peace that mean rightness upon the earth.

AMEN.

Howard Braucher

THE NATIVITY
LORENZO LOTTO

Courtesy of
National Gallery of Art
Washington, D. C.
(Kress Collection)

Greetings of the Season to All

FROM THE NATIONAL RECREATION ASSOCIATION

Ye Shepherd Plains of Bethlehem

Ye shepherd plains of Bethlehem,
That rest in silence long,
Break forth your Christmas echoes, till
Men hear the angels' song.

Ye shadowed homes in lands oppressed
By centuries of wrong,
Let heavenly gladness enter in
For, hark, the angels' song.

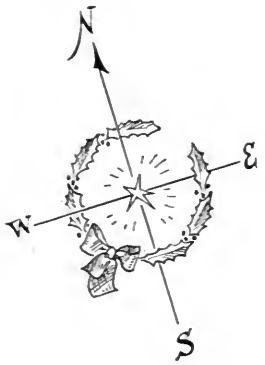
All ye who hear from far and near,
The Christmas joy prolong;
Learn in the fullness of your hearts
To sing the angels' song.

Ye wider plains of neighbor lands,
Ye hills and mountains strong,
Take up the sound and everywhere
Repeat the angels' song.

Ye busy towns and cities vast,
With all your hurried throng,
Calm now your noise and tumult, while
Ye learn the angels' song.

Carol by
WILLIAM MERRIAM CRANE

IT'S CHRISTMAS



EVERYWHERE

OUTSIDE, THE SNOW lies deep and white under the evergreens—inside, the brightly-lighted Christmas tree and a blazing fire add an atmosphere of warmth to the gaiety of the gift-giving . . .

In tropic lands, a soft, warm breeze comes through a window, playing on the dancing couples and merry-makers, dressed in light, summery clothes . . .

It's Christmas—everywhere. In America and Europe it may be a white holiday, while in South America it's a green one, coming in the midst of summer weather. But all over the world there's a common bond of joy and understanding which bridges different climates and customs during this universal celebration of the birth of Christ.

In this country Christmas is an international holiday, for so many traditional parts of our celebration have come from other lands. We are indebted to England for greeting cards, plum pudding, mince pie—and the famous Dickens' tale of Scrooge and Tiny Tim. Germany has contributed the Christmas tree and Santa Claus, while carols have come down through the ages from the Holy Land. Evergreens are of pagan origin, and most of our Christmas greens—such as holly, ivy and laurel—were first brought to this country by the women on the Mayflower. In our concern, today, for international understanding as a basis of building toward an enduring peace, it might be well for us to take some cognizance of these facts in our Christmas parties and programs.

The Christmas crib, or creche, was originated in Italy in 1223 by St. Francis of Assisi. Stockings "hung by the chimney with care" are a custom handed down from the Norsemen, who believed that the Goddess Hertha appeared in the fireplaces of their great halls, bringing them happiness and good fortune. Influenced by the story of Joseph and Mary, the Irish started putting lights in their windows, symbolizing a hospitable welcome to wanderers.

Christmas fireworks, first introduced in Louisiana by French settlers, spread to other southern states where they are still popular. Yule logs were surrounded with superstition by the Druids, who believed that if the log fire burned all night, the family would have good luck during the coming year. The use of mistletoe, known as a pledge of peace and friendship, also descended from the Druids, who considered this plant sacred. (The custom of kissing under the mistletoe derives from a Scandinavian myth, however.) Only the turkey seems to be a truly American addition to our Christmas celebration!

One of the most popular symbols of Christmas in many countries is the tree—evergreen or fir or any other variety—laden with gaily-colored balls, tinsel and icicles, or adorned with popcorn and cranberry chains and candles. The tree is not a universal symbol of the season, however. In Mexico, for instance, the *pinatas* are the symbol of the celebration, which begins nine days before Christmas Day. Every night a religious procession is followed by a party, with dancing and refreshments, climaxed by the breaking of the pinata. This earthenware jug, covered with papier-mache figures, is filled with toys, nuts and sweets, and hung from the ceiling. Amidst much hilarity, it is broken with a stick by one of the guests who is blindfolded, and then there is a scramble for the falling prizes.

A Litany, an arrangement of the manger scene, the midnight "Mass of the Cock" and the banquet following, all are important parts of the Mexican holiday—known as the *posadas*—but gift-giving is not. However, on January sixth, the day of the Wise Men, children put their shoes on the balconies for the Wise Men to fill with toys.

In Brazil, two of the most deep-rooted traditions are the creche and the midnight Mass. Early in December, households begin setting up their creches, which may be simple or very elaborate—sometimes even taking up a whole room. Families spend the day of Christmas Eve together, then go to the midnight Mass and return home to a sumptuous supper of many delicacies, including turkey,

roast pig, fried shrimp and an assortment of exciting-looking fancy desserts.

Christmas Eve in Columbia is marked by an unusual custom, giving it a Mardi Gras air. At about nine o'clock in the evening, laughing groups of people, in masquerade costumes and masks, appear on the streets. Everyone tries to recognize a friend, and the one who does so first wins a gift from the one recognized. Masqueraders leave the streets as midnight nears, making way for the celebration of midnight Mass, followed by feasting and fun among the adults until early morning. Fireworks also are a part of the holiday tradition in Central and South America.

The giver of gifts, "Santa Claus" to us, is known by many names in different lands, and in Russia is a grandmother—"Good Star"—dressed in a white robe and veil. Father Star, who accompanies her, scolds the bad children and praises the good. In Italy, too, gifts are given by a woman—Befana, who is old and witch-like, dressed in black robes and carrying a broom. Italian children also receive their gifts on January sixth, which is the Epiphany, commemorating the visit of the three Magi to the manger.

According to ancient tradition in Holland, St. Nicholas makes his rounds upon Wodan's horse, Sleipner, whose hoofs Dutch children are supposed to hear on Christmas Eve. Boys and girls leave their wooden shoes on the hearth for St. Nick to fill, sometimes putting hay or carrots in them for the white horse. The Hungarian's St. Nicholas is dressed in bishop's robes, followed by a devil who tries to keep him from presenting the gifts by relating bad things about the people. Czechs and Slovaks receive their bounty from St. Mikulas, who descends from heaven on a golden rope.

The Danes put a bowl of their grod in the attic for Jules-nissen, the queer little dwarf with a gray suit and a nightcap, who brings their gifts. In Germany, Santa Claus has given way to the Christkind, or Kriss Kringle, who is generally represented by a child dressed in white robes with a golden crown and golden wings. Pere Noel—Father Christmas—leaves French children their gifts in wooden shoes on Christmas Day, but the general exchange of presents is on New Year's Day, which is a great family day and the equivalent of our Christmas celebration.

St. Nicholas makes his visits December sixth in Switzerland. In many parts of this country he has been succeeded by the Christ Child, who travels over the land every Christmas Eve in a sleigh drawn by six reindeer, heavily laden with trees, fruit, toys and cookies. Sweden's gift-giver is St. Lucia, a medieval saint famous for her generosity to the poor.

In Poland and Spain it is the Wise Men who bring the presents. According to a Spanish folk tale, as the Wise Men go to Bethlehem each year to pay homage to the Christ Child, they pass through Spain and leave gifts of candy and playthings for the children. In Syria, Santa Claus is the youngest camel of the Wise Men. Legend has it that this camel fell exhausted at the end of the long journey to Bethlehem, and the Christ Child blessed it with immortality.

Japan's Santa—known as Hoteiosho—is a kind old man with a huge pack on his back. Children believe he has eyes in the back of his head, so they try to be good when he's around! Lan Khoong-Khoong is China's Santa — meaning nice old father. The Chinese tree is the Tree of Light, and is decorated with paper flowers, colored paper chains and cotton snowflakes. Paper chains and evergreens adorn Chinese churches and homes during their Holy Birth Festival.

An English Christmas is very similar to ours, with the exchange of presents and the caroling as outstanding features. Boxing Day, December twenty-sixth, is observed on almost as big a scale as Christmas Day. Originally, this was the time when the village priest opened the poor box and distributed money. Christmas Mummers still present the St. George drama, and other plays that have been given for several hundred years, in such places as Stratford-on-Avon, Gloucestershire and Hampshire. A popular rural custom is the ceremony of the farmer and his friends drinking a toast of cider to their favorite apple tree, and the burning of the Yule log is still carried on in some country homes.

In a Finnish home the fir tree is set up on Christmas eve, decorated with apples and other fruits, candies, paper flags, cotton, tinsel and candles. Festivities are started with a visit to the Finnish steambath, followed by the Christmas dinner. Santa Claus distributes presents at this time. Church services start very early on Christmas Day, which is spent quietly visiting among the family.

Through the ages these traditional observances of Christmas have been handed down from one generation to another. Let us hope that the *spirit* of Christmas, of peace on earth, joy, brotherliness, will be passed on to future generations so that the significance of Christ's birth will never be lost to man, and peace may once more be restored to this troubled world.

Dorothy Enderis chats about recreation experiences in Milwaukee at an evening session of the New Orleans Congress.

HUMAN PROBLEMS

MILWAUKEE HAS A German background. There was a time when sixty-five percent of Milwaukee people were of German extraction, and a very fine type of citizen they were and are. We are slow, but we are thorough. It takes us a long time to get somewhere, but when we are there we know where we are, why we are there, and we stick.

In 1911 Milwaukee began to come to the conclusion that it should concern itself about the leisure time of its communities and, showing usual thoroughness, said, "Well, let's go at this in a systematic way, so that we will know what we are after, and why we are after it." It did the sensible thing that any community would do today —it appealed to the National Recreation Association for help in the way of a survey.

The NRA sent Rowland Haynes, and Mr. Haynes and his wife spent three months making a study of what Milwaukee was doing with its leisure time; but they didn't stop there. They made a study of what Milwaukee *could do* with its leisure time and, when that survey was published, we were anything but proud of ourselves. While this was going on, the superintendent of schools and social workers were writing a law and putting it through our state legislature so that, should Milwaukee awaken to the importance of recreation, it might have access to financial resources to carry on a program.

There are two things to which I attribute our sound start in recreation. It is very, very important, whenever one begins a movement, to begin with a sound basis, a sound philosophy. It was the work of Mr. Haynes to get us started right; and he kept coming to our city several times a year to see what we were doing and how we were doing it. Then the second one is that the law, to which I just referred, had been passed. That law was really epoch-making, and the people who were doing recreation work throughout the country sat up and took notice.

It said: let the people vote on whether or not their community wants to have recreation; let the people vote on whether or not they want to tax themselves. If they vote yes, then the school board can ask the common council to levy a special tax, that money to be turned over to the Board of School Directors to be used exclusively for recreation activities for young and old.

That was the basic thought, that recreation was education and should have the same quality of guidance as the academic life of a community. It gave our Board of School Directors a dual responsibility—they were the board of education, and they also became the board of recreation.

In the thirty-seven long years that Milwaukee tolerated me—from 1920 on, at least, when I headed the department—I was an assistant superintendent of schools, but I had nothing whatever to do with the day school. Our department was responsible for the after-school hours and the after-school years of the community. According to the law, if any other board or commission had facilities, the school board might cooperate—the school board providing the supervision and the said board giving the facilities.

Now this law quickly, and through its own wording, dispelled two rather fallacious ideas which were prevalent in those days and which, in many communities, still are so—namely, that recreation is something that concerns only youth. We took the stand right from the beginning that recreation is something that concerns an individual from birth through old age. The law said very definitely "activities for young and old."

Miss Dorothy Enderis, recently retired, is Director Emeritus of the Department of Municipal Recreation and Adult Education in Milwaukee, Wisconsin.

Also, in those days, and even today, some people have a notion that recreation consists only of sports, games, outdoor exercise. However, the law enumerated such things as music, drama, literature, and so on, immediately laying down the policy that a well-rounded recreation department should concern itself with a great variety of activities.

Then the school board took $25,000, I think, out of its continuation fund and four of us out of our teaching positions in the system and said, "We are going to put this to a vote, a vote of the people." Very few people knew what recreation was, at that time, and we four who were selected to start it knew less than anybody else. So we began to try to educate the public on the matter had not only ignorance, apathy and indifference, but a narrow viewpoint to fight. Thank goodness that didn't last very long.

After we had been in operation for about two years, the board received petitions from two of the finest residential districts in Milwaukee asking for social centers in their schoolhouses and saying, "Our girls and boys have leisure time; we want them to have the opportunity to spend it, and we adults want some of these advantages." They were beginning to realize that the things we were doing in the social centers were not just crime prevention—they were matters of life enrichment; and anything that is a matter of life enrichment for the individual citizen leads to the cultural and civic growth of the community.

FACED IN RECREATION CENTERS

of municipal recreation. Oh, what a lack of understanding we found!

At that time we had a Socialist Government in Milwaukee, and a friend told me what she had overheard two men talking about in the streetcar. One had said to the other, "Say, are you going to vote for the 'Socialist' centers?" And the other replied, "I should say not. That is just one of those blankety-blank notions of those Socialists in the City Hall."

In Milwaukee we had to educate people. It wasn't only a lack of education, but a lack of sympathy with the movement and, therefore, a lack of desire to support it.

One of the four men who organized the department was Mr. Kottnauer, whom many of you oldtimers remember. The neighbors couldn't understand Mr. Kottnauer's being there all day long playing with the children. They would gather at night on the sidewalk to watch. Finally, one of them asked him, "Do you get paid for this job?" Mr. Kottnauer said, "Paid? Paid? No, I pay them for letting me play here." That was the end of that sidewalk supervision.

Some people were so worked up about the taxes that they just couldn't see the movement at all. Some of those who did see it saw it more or less from a sentimental viewpoint, "Oh, yes, playgrounds are fine for the children. Boys must have them, especially the bad boys." And of our social centers, "Oh, yes, they are very good for the foreign element, fine for the underprivileged." We

One of the last speeches made by our late superintendent of schools, Mr. Goodrich, was about the work of the recreation department of his board. He said, "I appreciate very, very deeply what social centers and playgrounds have done for you and your children, but I appreciate far more deeply what the social centers and playgrounds have taught you to do for yourselves."

Being part of an educational system made it possible for us to get into the schoolhouses, and we soon began to be known as "The City of Lighted Schoolhouses." How I hope that the fights of all of you to get into the schoolhouses will soon be over. We got in because we were all one family, but don't for a minute think that sledding was easy. I am ashamed to say that some of the biggest obstacles we had in the early days came from the school folks themselves, teachers and principals; and I needn't tell you that the janitors owned the school buildings. But that is all changed. Our principals now beg us for recreation work in their schools.

The holy-of-holies of the school system, at least in Milwaukee, was the high school. We recreation workers almost took our hats off when we passed one. Nothing was more gratifying to me than, about three years ago, to have on my desk petitions from four high school principals asking for recreation activities in their schools. They have come to see the value of it. And the janitors! Why, when I go into a social center, it is difficult for me to know, from the enthusiasm, who is the

The Knights of the Round Table star in a successful drama program in one of Milwaukee's public schools.

director and who is the janitor.

My pet story is about our janitor in the Fifth Street Social Center. When table tennis began to be popular we started working to put tennis tables in our budget. Our staff got together and went through every building to see where we could store our tables in the daytime and accordingly equip the center for table tennis. We got every center equipped but one, and we couldn't possibly see where we could store the tables so we just didn't order any. A few weeks after, when table tennis was going like a house afire, the janitor of that school came to me quite incensed. He said, "How come the Fifth Street Center doesn't have table tennis?"

I said, "You know, it nearly broke our hearts not to be able to put it in, but where in the world would you keep your tables?"

He replied, "I got it all fixed up. If you will build a little latticed wall or compartment, I will show you where to store them."

"But that means you will have to carry those three tables up a flight of steps."

And he answered, "What about it? You leave that to me. Give us table tennis."

Nothing sells itself like a good program! It is not difficult to get into school buildings anymore. People are beginning to see that thirty-five and a half hours use, forty weeks a year, is poor business. Now, the trick is not to get in, but to stay in. You can't stay in if you don't use good judgment. This development of the popularity and tolerance of recreation and of the use of the schoolhouses wasn't hit or miss. It meant good judgment in the type of activity we put on, constant education and speaking to clubs, constant public relations. But, I say again, the best thing was a sound, sensible program.

We didn't fall into a social center with everything we wanted right at the beginning. It was years, for instance, before we had the nerve to put boxing on our program! It was years before we had the nerve to play cards in the schoolhouses, and how we worked so that the agitation finally came from the citizens themselves, rather than from our own office!

Do you know that story in the Bible of old Simeon of the temple? They brought the Christ Child into the temple and, an old servant, seeing the Christ Child, realized that He was the Saviour. He said, "Now may Thy servant depart in peace, for mine eyes have seen the glory of the Lord."

Very often, when I would walk home from a board meeting at which they had decided to buy something or to inaugurate a certain policy, something that we had planned for, hoped for, wished for until it had finally become a realization, I would think with gratitude, "Now may thy servant depart in peace." But, notice, I never departed.

One of the developments of the recreation movement in general, that has filled my professional heart with great joy and thanksgiving, is the way in which colleges and universities are now putting recreation into their curricula and offering a degree in it as a profession. You who have been in recreation longer know the dearth of recreation workers.

When we first knew that we were going to have some playgrounds in Milwaukee, we didn't know where to turn for workers. People didn't know what games to play; the physical education in our public schools was "one-two stuff" and nothing else. So we organized a Saturday morning play course with the idea of getting about nineteen teachers to take it in preparation for the summer. Instead of nineteen, fifty-seven registered.

People began to know that there were jobs open in the social centers and they came to apply. Naturally we would ask them what made them interested in the work.

One young chap came to me and said, "I am just getting over a serious operation, and my doctor says I ought to get out in the air and in the sunshine, so I would like a playground job this summer."

Such incidents were repeated over and over again. My choice story is about a butcher who wanted to be a social center director. He came to see us about an opening and said, "I have been in business in this neighborhood seventeen years. I know all the people and they all know me, and they have been my steady customers. That shows

that I have been treating them right, and you bet I understand people. Then, you know, I am getting kind of tired of this butcher business, and this going in and out of iceboxes; it's giving me rheumatism. So I said to my woman, 'I'm going to try to get that social center director's job. I know I can do it.' " Well, that is the type of worker who came to us. Now we can employ professional workers. However, that still isn't going to solve our problem one hundred percent.

You all have had people come into your office to apply for a job, pulling the whole alphabet behind them in the form of degrees; but, when it came to the thing that we need most—personality, they just didn't have it. We must realize that while a degree and training are important, there is something far, far *more* important.

Sometimes we ask a recreation worker, "What are you doing?" He will say, "Oh, I have a swell job. I am director of a social center, a community house, swell building, three stories, and we have 708 people registered on our list. It's a swell place."

That is good, but wouldn't it be better if that man, instead of thinking of his job in terms of a three-story building with such and such an enrollment and attendance, would think and say, "I am responsible for the growth and happiness of 708 people"? That is the attitude we must take if we are going to have successful playgrounds and successful social centers.

It is true that we must concern ourselves with what the boy does with the basketball, what the man who comes to join the orchestra does with the fiddle, what the woman does with the piece of cloth she brings to the sewing class, because we want to give them skills, we want them to learn something. We must be far more concerned, however, with what the ball does to the boy and what the fiddle does to the man and what that four yards of cloth and the membership in the dressmaking class are doing to that mother.

There is a German word that I have never been able to put into English. It is the word *leutselig*. Leut is the German word for people, and selig is holy and, to me, the finest attribute with which you could credit a recreation worker is to say that he is *leutselig,* meaning that people are holy to him.

I think it was Whitman who was walking down the street with a friend when the friend pointed to another man on the street and said to Whitman, "Don't you hate that man?" And Whitman replied, "Hate him? How can I hate him? I know him!"

And so, getting to know people, getting to understand them, to respect them and appreciate them is where we, in our recreation activities, have a greater responsibility than any profession I know of—and I place it second to none—to spin that fiber from which that great world, about which we are all dreaming and talking, is woven.

I claim it is basically true, because nations are made of people, that helping people to know one another and to understand one another—not to tolerate, but to respect one another—is one of the greatest privileges that we have as recreation workers.

Yes, we have a job and a big one. We have worked at it so well that it has grown to be a recognized profession. But that isn't enough. We must ply that profession with consecration and devotion and, if we do that, we have more than a job, more than a profession. Then we have a mission, and may God help us to consecrate ourselves to it!

Magna Cum Laude

RECREATION magazine has been awarded honorable mention in the Book of Appraisals, "Magazines for School Libraries." One of the ninety-seven publications meriting this honor—out of some 5,917 competitors—the magazine of the recreation movement was selected because it is a "thoroughly alive and stimulating guide to wholesome democratic play." Under the classification, "RECREATION—(Social Problems, including Minority Groups)," Laura K. Martin, author of the book, also makes the following observations:

"Characterized by a uniform distinction in appearance . . . Community fun is depicted in the square dance for the oldsters and plans for Halloween and Thanksgiving, community style. Such articles as 'Recreation for the Blind' are appealingly illustrated. The reader is taken abroad to see the activities of other lands. Students reported their generous use of this magazine in the author's study of homemaking materials, and it is also useful in showing students the vocational possibilities in an important new field."

Madeleine Hamilton

There's More t

TOO MANY AMERICANS shy away from skiing because of embarrassment, consciousness of age or the fear of breaking a bone. Seeing only wild downhill skiing and jumping, as they mostly do, they are right. Skiing in this country has become almost synonomous with break-neck speed and acrobatics. It is as if we confined the sport of horseback riding to racing and ruled that everyone who took up riding must become a jockey.

Actually, skiing is one of the most pliable and versatile of sports, adapting itself to any age, any terrain. In Scandinavia some of the brisk old wizards you meet skiing in the mountains are over eighty years old.

Here in America, where skiing and ski resorts are becoming commercialized, where skiers wait in line for hours at ski tows for the thrill of one swoop downhill, much of the real joy of skiing is lost. I was born in Scandinavia, was almost brought up on skis. Now that I live in the United States, I miss the type of skiing I used to know—the family expeditions, the cross-country tours, the non-commercial mountain lodges. Skiing in Scandinavia is an integral part of the cultural background of the people, filled with the vitality of a sacred heritage. Each generation adds to its strength. As the Scandinavian youngster learns to ski, he also builds his character.

It starts when you are about three years old, when you get your first pair of skis. They are the big adventure. You hug them—first with your eyes, then with your arms. Slowly and gently you slide your small hands over their surface. Your first pair is not fancy—no bindings; just a strap of leather for the toes. No poles either; they would be crutches at this stage.

In the beginning you get a hand from your father. But the slow task of gaining control is yours. You have to struggle with snow, skis and your own wobbly legs. When your father thinks you are ready, the big day comes—you are allowed to accompany your parents on their Sunday ski trip. It is a proud day; you are to see the world which lies beyond—the world of deep forests, of pine trees drooping with snow, of mountains filled

Madeleine Hamilton, born and raised on a farm in southern Sweden, has skied extensively in this country, Canada, France, Germany, Scandinavia; has written articles on skiing for American magazines.

Young folks learning the art in Brattleboro, Vermont

SKIING---

Few countries have as magnificent a variety of mountains as ours.

with unexplored mystery; a world of enchantment.

In Scandinavia, skiing and the family are closely linked. The family outings I remember had a ritualistic quality which stimulated the imagination. Sunday was Father's day with the family and he made the most of it.

In the early morning we gathered around the big breakfast table. Here was steaming hot oatmeal, milk, ham and eggs, home-fried potatoes, stacks of crisp brown Swedish bread, fat golden Norwegian goat's cheese, applesauce, jam, coffee and chocolate. Then we made our lunch sandwiches, wrapped them in wax paper and put them in our rucksacks. Father carried candy bars, thermos bottles of hot coffee and chocolate, a first-aid kit, a compass and maps. Each Sunday a different trip was planned, and plans were kept most secret.

Father and Uncle took turns in breaking trail, followed by Mother and our aunt; then came the caravan of youngsters, the smallest ones bringing up the rear. The sun was bright and the snow smooth. It was fun gliding along the trail, and it was fun when Father stopped to identify the different animal tracks, the birds and trees. He teased Mother when she fell on some easy slope, encouraged the littlest ones and showed us new techniques. At lunch time we learned to make a chair of our skis and poles and to balance on it while eating our sandwiches and drinking the hot chocolate.

Cousin Gunnar and I often had trouble on the way home. Big lumps of snow stuck to the bottom of our skis. We had been too lazy to do our waxing that morning, deciding it was not important! No word of sympathy from Father; this was our problem and we had to cope with it.

At home we brushed the snow off our skis and put them in their place. We hung our wet clothing in the kitchen to dry. We stuffed our boots with newspaper and set them far enough from the fire so that they wouldn't curl up. Next, everybody had a hot bath sprinkled with pine oil, which spread its fragrance through the house. Then we all went to bed, and slept for an hour before dinner. All Scandinavian skiers know the importance of this hour of complete relaxation after a day's skiing.

At school ski training is continued. At Eastertime thousands and thousands of school children from all over Scandinavia go with their teachers to the mountains. They stay for a week and live either on trains or in farmhouses. As touring is the aim of all Scandinavian skiers, cross-country skiing is the foundation upon which we build. No one is considered a good skier who has not mastered its technique. Then, and only then, you may dream of speed and records. It is only recently that a few tow-ropes have been installed in Scandinavia. Climbing is still a must. It warms up the muscles and makes you feel that you have earned the fun of each downhill run.

Having finished school you are ready for real touring. Both the Norwegian and Swedish Societies for the Furthering of Skiing, as well as the tourist clubs, have constructed a network of small huts across the mountains, making possible an almost endless variety of tours. The huts are neat and clean and stocked with blankets, wood and cooking utensils. The bunks are hard but roomy, the stove is good, and if there is no well you melt snow for water. You bring your own food, and it is an unwritten law that you leave the hut with the same supplies and in the same neat condition as you found it. These huts are the joy of the Scandinavian people and the greatest safeguard for her wilderness, as they make it accessible without disturbing it.

The ski season in Scandinavia lasts from December till the beginning of June; the big holidays, however, are Christmas and Easter, when practically everyone who can stand on two legs puts on a pair of skis and goes to the mountains.

We in America can benefit from what the Scandinavians have learned and developed through more than a thousand years of skiing. No one needs the peace and healing power of the silent mountains more than we. To counteract the disastrous effects of our mechanical existence is essential. There must be places where we can go and be quiet, free from all chaotic contraptions and psychological pressures. Nothing can compare with cross-country skiing across the flowing contours of the soft winter landscape to restore balance and repose. There are no sharp angles; every line, every shape and form reveal the eternal, interlacing pattern of ever-recurring life. As we laugh and fall, our faces buried in the soft snow, the hardness within us begins to melt. We meet each other simply and naturally again.

Here in the stillness, close to the sky and the stars, there are no obstructions between us and the Cosmos. As the skier rests quietly on his poles and listens, the meaning of his life becomes apparent. As he becomes part of this incredible space around him, the very silence is no more. The air, the sky, the very peaks vibrate with the music of the spheres. Pilots whom I know have heard it on lonely flights. Skiers, too, can hear it on solitary peaks.

Few countries have such a magnificent variety of mountains as America. To a skier they are pure paradise. We must not let the ideals of the sport deteriorate, nor their natural beauty be cheapened. Each generation is only the custodian of that which has been given to it. It is our attitude today that will decide what kind of mountains we are going to have tomorrow.

The cheapening process is already under way. Jukeboxes, slot machines, bars and such paraphernalia are moving to the mountains. Where we should go to find peace and refreshing solitude, we are now met with the same screaming, elbowing existence we left behind. On almost every slope a network of drab eating and sleeping places has sprung up, lacking in charm, freshness and the human touch, depressing in standardization. People lounge about the eating counters and ski lifts wearing the same expressions you see in the waiting rooms at Grand Central. Youngsters ride up the lift and come down the trail as if it were a roller coaster. If we don't watch out, our mountains will become miniature Coney Islands.

Skiing can be a tremendous creative force—if we let it. Families and communities could come together to clear trails, build and maintain a ski lodge, ski together in the evenings and on weekends. As parents begin to ski with their children, a common bond is established—the thrill of skiing and the joyous sharing of the wonders of the countryside. Amid the silence and majesty of endless vistas of snow and sky they find, together, the deeper layers of their beings; they really begin to live.

As we realize this, we shall begin to understand what the Scandinavians have learned—the simple truth that man and man, and man and nature, belong together.

The Game of Curling

THE 500-YEAR-OLD game of curling is played on ice but, oddly enough, players wear rubbers or rubber-soled shoes instead of ice skates. Their bat or hockey stick is a broom; their baseball, football or puck, a stone weighing forty-four pounds. Competitors consist of two "skips" who flip a coin for first or second play. Each skip is assisted by three helpers—his first assistant, the vice-skip; the second, his number two man; and the third, his lead.

All curling clubs follow the standard rules of the game set up by the Ontario Curling Association in Canada and in the United States, and those set up by the Mid-West Curling Association. The rules of the game have generally established standard rinks which are forty-two yards from the foot line to the tee. The tees, thirty-eight yards apart, are the centers for circles seven-feet in radius, inside of which smaller circles are also drawn. All stones must cross a "hog" line or cannot be counted.

The players (or rinks) rotate—that is, immediately after the first player has "cast his two stones," he is followed by his competitor who "casts his two stones." Each player uses his broom to direct the "curl" of the stone and to increase its speed, and scores one shot for every stone which is nearer the tee than any other stone of the opposing rink. Disputed shots are determined by vice-skips but, if they disagree, they are determined by an umpire or by a neutral curler. (See *Plaid and Tasseled Tams,* next page.)

Plaid and Tasseled Tams

Theodore R. Deppe

EVERY SPORT HAS its hero. Ben Hogan means golf; Joe DiMaggio means baseball; Frankie Parker means tennis; George Mikin means basketball. No matter in what part of the country those names and names like them are mentioned, children and adults alike are able to link the hero to the sport and to explain the intricacies of each of the games they represent.

Only a handful of people scattered through the nation can link Bob Magie, Babe Maturi, Frank Kleffman or Harold Lauber to their sport. Yet, in the northern reaches of the nation along the shores of the Great Lakes, these names are bright spots in conversation which may become heated with enthusiasm when they are mentioned.

They are linked with a fast growing amateur winter sport in which the word "rink" means four men, a "sheet" means a stretch of pebbled ice, and the word "rock" is uttered with hushed respect. In the northern section of the nation's midwest, these strange utterances mean only one thing—curling.

This ice-coated sport is several hundred years old, yet its American popularity is in its infancy. One of the biggest factors in the spread of this Scottish-born sport is the bonspiels, held throughout the country each year. The largest and oldest of these is the Northwest Bonspiel, held for the last sixteen years at the Superior, Wisconsin, Curling Club.

Each year, when the cold of the Wisconsin winter has made the ice just right, sixteen "sheets" are laid down in the municipally owned skating arena and curling club. Then "rinks" from Canada, Minnesota, upper Michigan and Wisconsin don their brightly-colored jackets, hoist their plaid and tasseled tams to their heads, and travel to Superior.

For three days the bonspiel continues, until there are only sixteen "rinks" left to sweep their way to the prizes. Just before the big day, when the year's champions are crowned, the curlers sit down to a huge dinner served them in the club's spacious rooms.

When the early March thaws start to soften the pebbled ice in the big enclosed arena, boasted to be one of the largest such structures in the world, the champions and the losers alike can be found swishing their "stanes" through the "slow" ice in preparation for the next year's all important curling season.

The Superior Curling Club is an autonomous organization made up of the curling enthusiasts in the city. The club sets up its own regulations and the schedules for curling. However, the city's recreation and park departments are entrusted with the maintenance and upkeep of the huge curling club building. Under the one roof are seven regular "curling sheets" and a large skating rink. The rink is opened to the general public and provisions are made for civic organizations to use it through arrangements with the recreation department. During the three-day bonspiel, of course, the skating rink is closed and nine more "sheets" are laid by the expert park department personnel.

Each year the Superior Figure Skating Club, in cooperation with the park and recreation departments, produces a huge ice show and, through the years, has developed stars who have gained renown in this profession.

During the big bonspiel and the annual ice show, the recreation department serves as a coordinating agency and, more times than not, as a clearing house for the troubles that crop up during the productions. In attempting to keep close harmony among the groups that use the municipal skating arena and curling club, the recreation department has promoted an integrated interest in these popular icy sports.

Mr. Deppe is director of recreation in Superior.

GAIETY AND FUN should be the keynote of a New Year's Eve party, tying in with the idea of "starting the New Year right." Decorations should be as colorful and festive as possible. Balloons and gay paper streamers can be used, or Christmas decorations can be adapted to the occasion by the addition, to the Christmas greenery, of gaily colored bells. Pictures of Father Time, with his long beard and scythe, and of the New Year as a newborn baby, or a cherub, can be centered effectively. The dates of the old and new year might be featured, perhaps arranged with flowers or greens.

Consider giving out paper hats at the door. If there is time to make humorous ones at home, or in a group beforehand, so much the better. Giving girls' hats to the boys or men would be a touch of fun. In the awarding of prizes for the games to be played, a great deal of merriment can result from occasionally presenting the winner with a suggestion for a stunt which he must perform or a task for him to do, or perhaps with a prediction of his fortune in the New Year, preferably in a humorous jingle—to be read aloud.

New Hobbies — *Pre-party Icebreaker* — Give each player two cards, a pencil and a pin. Tell him to think of a new hobby for the New Year, then to draw a picture giving a clue as to what he has chosen, and to sign his name below it (if the players are unacquainted). When finished, this picture is pinned to the player's chest where all can see. When all players are placarded, each takes his second card, goes around the room looking at the drawings of others, guesses what hobbies their pictures represent and writes down the name of each person whose drawing he has inspected, along with his guess. After a period of ten minutes or more, time is called, and players count the number of people's names they have collected, and the number of hobby guesses. An award is given to the player with the largest list of names, and a slightly better award to the one who guessed the greatest number of hobbies correctly. If players in the group are acquainted, have them omit collecting names and merely guess the hobbies.

Past Year's Advertising—*Pre-party Icebreaker, for small group*—Cut up old magazines for this one, while doing your pre-party planning. Paste advertising slogans, often used throughout the past year, or ads with the name of the company removed, on as many cards as there will be players. When guests arrive, pin one of these cards on each player and give him a blank card and pencil. Ask him to go around to each person

and guess what the slogan advertises, or the name of the company advertising, as the case may be, jotting down his guess opposite the name of the player whose card he is examining. At the end of a stated period, give an award to person guessing the largest number of ads correctly.

"I Resolve . . ."—Announce that since the New Year cannot be started correctly without good resolutions, and that since it is usually hard to make up one's mind as to what to resolve, you are going to let your guests help each other. Appoint one guest (a lively one if possible) to act as chairman of the Resolutions Committee. All other guests are to be members of the committee.

Each person is to write down a resolution for one other person in the room, and to bear in mind that these resolutions, no matter how ridiculous they may sound, are to go into effect immediately and to be "lived up to" throughout the evening. In fact, it will be the job of the committee to see to it that they are carried out, and to report any broken resolutions to the chairman immediately. If, for instance, someone resolves to improve his manners, or stand up for his rights, or always see that his partner is seated, or whatever, he had better stick to it or suffer the consequences.

Have guests fold the resolutions and drop them into a bowl. Mix them thoroughly and let each guest draw a slip warning him that Fate has a hand in this and that he'd better live up to what he finds written there. Guests read aloud.

The chairman collects the reports throughout the party. Provide him with a list of stunts to be performed by resolution breakers at the end of the evening—just before, or during, refreshments. They should be brief and funny as possible. Examples—make a noise like a rooster at dawn; imitate a girl seeing a mouse; recite one verse of a poem or jingle; imitate a "blues" singer; impersonate Father Time, and so on.

Charades—This game is good at any time, and particularly so at a New Year's party where everyone is ready for active fun. The players should be divided into two teams, or into several small groups if the party is large. A group or team selects a word and acts it out, first by syllables, or groups of syllables, and then as an entire word in a single, final act which expresses the meaning of the charade as a whole. Talking, as a part of the act, may be used or not, as you wish, but care should be taken that the actual syllable is not said during the performance.

If the charade is not guessed within a certain time limit, perhaps five or ten minutes, the same group acts another. This is continued until one charade is guessed, after which the teams change sides. Score should be kept by allowing each team one point for each correct guess. If played at a large party, each group takes a turn at acting, all the others doing the guessing. The answers score for the individual, in this case, rather than for the team. Awards are given for the highest score.

Magazine Contest—A quiet game may be desirable after an active session of charades, but if more action seems indicated, skip this one.

Pass out paper and pencils and have guests write their name and list numbers up to twenty down the side of the sheet. Then read the following statements, asking players to write down a guess as to the magazine described. After everyone has finished, papers should be passed to the person on the left. Read the answers aloud, guests scoring the papers, with one point given for every correct answer. Highest scores win a small award.

Guessing Contest	Answers
1. A prisoner's dream.	Liberty
2. A great sum of money.	Fortune
3. The character of the population of New York City.	Cosmopolitan
4. A cat or dog or husband.	Woman's Home Companion
5. A Duke's crown.	Coronet
6. The aim of every housewife.	Good Housekeeping
7. What every child has or had.	Parents
8. Where there is hope.	Life
9. Busy people have too little; idlers too much	Time
10. A type of gentleman (sometimes questionable).	Esquire
11. A color; printed pages between two covers.	Red Book
12. A nationality.	American
13. A body of water; thirty days.	Atlantic Monthly
14. The girl friend.	Youth's Companion
15. Bath night and the mail.	Saturday Evening Post
16. Before you leap.	Look
17. Coal carriers.	Colliers
18. A famous hotel.	New Yorker
19. The corner garagemen.	Popular Mechanics
20. A vacation; Fourth of July.	Holiday

Human Checkers—Arrange seven chairs in a line, with a vacant chair in the center. Three men and three women try to move to opposite sides by moving one at a time, jumping one at a time, and never moving backward. Finish in fifteen moves. Persons may jump own sex as well as opposite sex.

The solution is that a man slides, lady jumps, lady slides, three men move, three ladies move, three men move, two ladies move, and one man moves. (Pennies and nickels, small and large glasses, and the like may also be used to play the above game.) In a large group, several sets of human checkers can be formed.

Double or Nothing — *Mock "Quiz" Radio Program*—Prepare, in advance, categories of ques-

tions from which contestants may choose those they prefer to answer. Such categories might be music, history, movies, art, literature, and so on. For each one, prepare a long list of questions and answers to be used by the leader, thereby providing for the contingency of more than one person choosing the same category. (If your party is a group project, a committee can work out a mock show, with funny commercial announcements and so on.)

Have the players draw up chairs facing a leader, who now becomes master of ceremonies with some sort of a dummy microphone rigged up in front of him. If possible, it might be well to choose one of the liveliest members of the group as m. c. Suggest a comedy commercial sponsor to him and supply him with plenty of stage money (handmade, on green paper).

The leader then selects players from the audience to come up to the "mike" and try their luck. He offers five dollars for the first correct answer, and allows his guest to decide, on each succeeding question, whether he would like to take the money and stop, or take the chance of doubling it on the next question. The second question, therefore, will pay ten dollars, if correctly answered. If not, the contestant is out of the game and returns to his seat to wait for the "jackpot question." A variation on this way of playing the game can be that the person who cannot answer the question becomes m. c. as forfeit, and the previous m. c. joins the circle of contestants.

Allow each contestant five questions, and give them one minute to answer each question. At the end of the contest (do not draw it out too long), spring the jackpot question. Be careful not to make this too easy, nor so difficult that no one will be able to answer. Award the winner with a prize, and give simple awards to the holders of the most money.

Watch the Clock—Be careful to keep one eye on the clock and stop all games a few minutes before twelve. Plan something special to mark this momentous hour. Distribute horns or noise makers; have one or two cooperative guests give a signal for general merrymaking by beating one or two sharp blasts on tin pans and calling Happy New Year. You might tune in the radio or set your television dial for the celebration in Times Square, New York, to add to the general excitement.

Start singing "Auld Lang Syne" with any group handy. The refrain will be picked up by everyone. If all are in the mood to sing, this might be followed by other appropriate selections. In a large party, at the stroke of twelve, lights might be dimmed, a spotlight turned on a bedecked poster of the New Year or of the new date. Refreshments should be served immediately following the general din.

Housing Developments Stress Recreation

MANY OF THE large housing developments in New York City are now offering tenants of all ages a wide variety of community facilities, planned as substitutes for the once-familiar yards, cellars and attics which families have used for play and homework.

The New York Times reports that the New York Life Insurance Company has under construction everything from tot lots to bowling alleys and a movie theatre seating 2,000 for its Fresh Meadows development in Queens, soon to be an integrated city of about 12,000 people. Numerous clubs have also been organized in meeting rooms in the development, and a carpentry shop is being readied in a non-residential building.

The Metropolitan Life Insurance Company has a recreation director and assistants to supervise the play areas in its developments. Outdoor play areas, including softball fields, badminton courts and wading pools account for most of the community facilities in these projects, with a limited amount of play space indoors for inclement weather. Horseshoe pitching and shuffleboard courts are other attractions for adults, with tournaments, pageants, singing games and similar activities for the children.

Community facilities are also evident in the low-rent housing projects under the New York City Housing Authority, where eighteen nurseries are now in operation and two more underway. These are either endowed or run by a private or public agency whenever possible. In addition, every project provides community rooms or complete centers where interracial and non-sectarian groups can meet.

RECREATION'S PUBLIC RELATIONS

James W. Gilman

AN URGENCY exists for better public relations in the field of recreation. Neither the concept of recreation nor the need for trained professional leadership is understood widely enough.

Psychiatrists, educators, sociologists, judges, enlightened parents, clergymen raise their voices to tell us that recreation is as important in modern society as sanitation, police protection, public health measures. Yet we, as practitioners in recreation, are reluctant to do an effective job of education and selling for the benefit of our communities and of ourselves.

Achieving status for recreation and for recreation workers depends upon sound public relations, based on a well-thought-out and effective program, nationally and locally. It calls for an understanding of public relations and the most modern methods of application in an organized and efficient fashion. Certain outworn ideas about public relations have to be uprooted; new ideas have to be wisely accepted and put into practice.

David M. Cox, lecturer at Northwestern University and public relations consultant, says, "Public relations is composed of public opinion and human relations." It is, he adds, the "dealing (relations) of an organization with groups (publics)—public relationships."

These definitions make it plain that public relations is more than mere publicity. Publicity is *one* of the means used in many public relations programs. A public relations program is most effective at the point of sale—at that point where the consumer or the one acted upon comes most closely in contact with the organization trying to act upon him. In other words, neither advertising nor publicity does as much toward selling a product or an idea as what takes place at the point of contact—over the counter.

Rather than a *general* public, there are a number of *publics,* each with a different relationship to the organization and to each other. No lengthy demonstration is needed to make it clear that the taxpaying public, a participating public of elementary school age, and local playground leaders all have a relationship to a community recreation organization, but all differ in needs and interests. If a public relations program is to succeed, each of the important publics related to the organization must be taken into consideration and its needs and desires considered individually.

Don't forget that public relations exists at all times. Your public relations program is only an enlightened application of methods aimed at making your various publics willing or eager to accept your services or your mere existence.

If a public relations program is to be effective, an objective analysis of your publics is the first job. Business firms, that can afford to, retain outside consultants to do this job, in order to assure objectivity. Most recreation organizations have to do the best they can within themselves. Don't be surprised if an organization of taxpayers judges what you consider objectivity as charged with emotional self-interest.

Assuming that your organization is a tax-supported agency, what are the most important publics in your relationships? Some are: 1) public officials—the mayor or equivalent administrative officer, members of the city council or board, civil service administrators, chief of police; 2) members of your own governing board; 3) taxpayers and members of taxpayers associations; 4) employees; 5) participants in your various programs; 6) representatives of publicity media.

In every organization the number of important publics differs somewhat. Once you accept the idea that there is no such thing as a general public—that a special kind of job has to be done for each of your separate, though not always distinct, publics—you will begin to see them plainly and to sense the kind of relationship you want and methods of achieving it. Better start with the premise that you can't be all things to all publics. The interests of taxpayers looking for reduced taxes

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Mr. Gilman, as director, Chicago Recreation Commission, has worked hard at establishing sound public relations through the recreation program in that city.

and the participating group looking for more recreation opportunities are opposed to each other. The employee public desiring better pay has still a different point of view.

Your public relations program becomes entangled with the public relations program of other organizations. Skillful operation is called for and it can come from no other source than the executive himself. An ex-newspaper man who knows only how to prepare press releases won't help much even if he captures miles of space in the press. The planning of public relations is a job for the top brass unless outside consultants can be hired. It should never be delegated to the secretarial help, although they play important parts in the operation.

Let's outline briefly what is involved in the public relations program as it concerns each of your publics. Different methods will doubtless suggest themselves once your objective is clear, but a few ideas may help you achieve the needed clarity. Keep in mind that the point of contact is the important one with each. You can't control what they are going to read or what they will listen to over the radio, although you can take steps to supplement it.

Public Officials

What about the city officials? When are you closest to them? When does your organization reach them most intimately? There probably are a number of places: when constituents use your facilities and find them satisfactory; when your programs reach some of the young people living close to them; when the per capita cost of your program is commented upon favorably; when the delinquency rate declines; when voters approve your bond issues without undue alarm.

Public officials want to know what is going on about them. More than that, since they are responsible for providing funds for your operations, you have the responsibility of keeping them informed. But make the informing pleasant. Small doses at frequent intervals will be worth much more than voluminous and sleep-inducing reports once or twice a year. They should be regularly invited to participate in your affairs; you should ask and welcome their advice. It won't hurt your organization a bit if you try to discover some of the hobbies of your city officials and cater to these hobbies just a little. There's only one way of making them your friends and that is by being friendly.

Board Members

If your organization is governed by a board of trustees or any other board, you have a group that calls for particular public relations attention. Members of boards have a way of losing their identity with the rest of the world when they sit down to be board members. What happens to them no one has ever been able to determine exactly. Any one of them as an individual, away from the board room table, would be a fair facsimile of a human being. Sit him down as a member of a board and he immediately becomes a stuffed shirt. The job here, perhaps, is to make board members relax by having them understand the human value of the program by making each member feel that he has a responsibility as a human being as well as a policy-maker.

Keep human interest before board members. This can be done by showing movies or photographs of various activities, by repeating comments and seeing to it that news stories covering your various activities are put under their eyes in the presence of other board members and that graphic descriptions of interesting programs are made a part of meetings.

Further, you should make every effort to get them to take part in the program. One might be invited to play Santa Claus at a Christmas party; another, with the proper background, might be asked to design a printed piece; another might serve as a contact between you and a printer; another might be asked for advice on writing publicity copy or placing it effectively; another may have connections with a statistical group which would be useful in preparing the statistical section of an annual report. There are many ways to get participation, if you have the imagination to dream them up and make the need plain.

Taxpaying Public

Reaching the public of taxpayers primarily requires ability to conduct your organization efficiently and to be able to demonstrate this fact. You should be ready at all times to say how much money is being spent, and for what. You should know how much a summer day camp program costs and what items are involved, as well as how many children benefit from it and the approximate cost for each participant.

Plans for future development of the program, for new activities, for further acquisitions of property, and the like, should be publicized fully and completely. Stories in newspapers, maps, posters, radio interviews, talks before community and neighborhood councils—all are part of the approach. Here education is the key—after all, the taxpaying public has a right to know how its money is being spent.

Interpretation of ultimate results is of the utmost importance. Dancing per se may not seem important but a comparison of where teen-agers spent their time before dances were held regularly, and afterward, may point up a striking contrast. In one village, the first year a community Halloween program was inaugurated, vandalism was reduced from several thousands of dollars to less than ten dollars, complaints to the police department from more than one hundred to two.

Such facts bearing on tax costs are startling evidence of the economic values of a recreation program and should be used to the fullest advantage. Make sure that the taxpayer realizes what he, as a property owner, as a parent, and as an individual, stands to gain from a recreation program, as well as what it will cost him. Parents seldom fully value their stake in a recreation system until it is pointed out to them dramatically.

You'll have many examples of your own to draw upon. You can demonstrate, among other things, that property values increase where good parks and playgrounds exist. Repetition of even good examples, however, lessens their effectiveness. Remember that taxes that achieve ends immediately discernable are not resented nearly as much as those which the taxpayer suspects are wasted.

It was a brilliant, even though uncalled for, piece of public relations by a taxpayers' organization to attack the cost of a proposed nursery school program as a tax to provide "baby sitters." The only way to offset such a diabolical notion is to report fully on the facts: how many children of families, in which both the father and mother work, are present in the community; what happens to children of these families if they are left on their own; how much nursery schools do for the development of the child in preparing him for his regular school experience; the cost of a delinquent as compared to the cost of nursery schools.

Employees

When you think of employees as one of your publics you have to think of them in a dual role: 1) their relationship to the organization which employs them; 2) their relationship as representatives of the organization to the participants in the program. Then you have to consider the kind of work done by the employee. Is his work chiefly maintenance or program, administrative or protective? Is he a boss, a leader, a teacher or a janitor? Whatever his role, he should be trained to see its relationship to the organization as a whole and to the publics that relate to it. Skill,

Do participants enjoy your programs? Here two Chicago children demonstrate good public relations.

philosophy and behavior are important, and should be included in efficiency ratings of each employee. They have bearing on his public relations value.

Try to instill in the maintenance worker the public relations value of cleanliness, orderliness, good sanitary conditions, of physical attractiveness. Program people need to know how much public relations value their leadership has and to be provided with opportunities to improve their leadership skills.

Obtaining the finest public relations results calls for maintaining the best employment practices. Discipline, democracy, opportunity for promotion, elimination of petty rivalries and jealousies, and a continuing and thorough emphasis on the importance of recreation to the individual, should mark all relationships to the employees, so that they in turn may reflect to outsiders the true value of your organization.

Participants

What participants think of your program is the most important part of your public relations. How potential participants can be made to think favorably enough of it to join it is next most important. Your most significant public relations questions are: Is my organization successfully serving those now in its program? Is my organization offering attractive and increasing services to the people in my community in increasing numbers?

Here is a list of searching questions you might answer in evaluating your recreative services. Check your objectivity by passing out similar sets to your best workers, representative residents of

your community and members of your board. Even if you don't care about their opinions, it will be good public relations to ask for them.

Do boys and girls both enjoy your programs? Do they grow physically, mentally, socially through the opportunities offered? Do they feel that they *belong* to your program and your organization? Do they feel that, at least in part, your organization *belongs* to them? Do they pride themselves on what they accomplish? Do they come back to visit? Do they join new programs for older age groups as they outgrow those in which they started? Do they volunteer as assistants when they have achieved skill? Do they identify themselves with your organization or agency? Do girls have as great an opportunity as boys to participate? Do retired and elderly people feel at home in club rooms of their own or in other parts of the program? Do you suffer from vandalism? Do parents respect your judgment in leadership?

Do youngsters attend merely because they have no other places to go? Is this true of elderly people? Do they come because they want to, because they enjoy coming? Do they bring friends? Is the shy girl or boy encouraged to join in with others? Is there variety great enough to give every youngster a chance to do something he likes? Do you see to it that special attention is given to the needs of specific age groups? Do you see to it that participants are treated as individuals or are they just part of the "army"? Do you cooperate with clubs, veterans groups, service organizations, hobby groups, and so on? Are your facilities available and widely used by allied organizations which have no facilities of their own? Do you try to give equal opportunities to all who come to your organization for recreation? Do you make an effort to discover groups that you are not serving?

Publicity

Plenty of good textbooks have been written on the mechanics of publicity. The main point to remember is that publicity is only a part of the whole public relations picture; that it is a means of gaining attention; that it is a temporary means of spreading information, a poor means of education. It is healthy to remember that yesterday's newspaper wraps today's garbage and that the words said over the air are even less lasting in their effect. Public opinion polls have proved this time and time again.

When you get beyond newspaper and radio publicity, you may find other activities of more consistent value. Providing an information center where the facts about all recreation activities in your community can be easily obtained is a good public service. Service is generally appreciated; ballyhoo is winked at and forgotten. You should keep your activities before local service clubs, church clubs, PTA's, school assemblies, fraternal organizations and community councils. Here's where your board members may fit in—as speakers for your organization. You yourself must be ready to preach the gospel at every opportunity, and personal contact and acquaintances carry much weight.

One of your important publics is the group through whom you have to work to obtain publicity. Study the newspaper men and women, the radio program directors and announcers, as you would any of your publics. They are important—since, despite everything, your organization will be judged by some, probably publicity-seeking board members, largely on the number of inches of newspaper publicity you can capture and the number of minutes or hours you have had of radio time.

The substance of a broad, sound public relations program is just common sense. Emphasis is placed where it belongs, on a basis of human relationships. What its various publics do and think about the organization is what counts. The practitioners of recreation have a responsibility to themselves, as well as to the men and women, boys and girls they serve, to achieve recognition and to teach the need for recreation opportunities. Recreation in the minds of the multitude must grow out of its delinquency prevention stage and be recognized broadly as essential to the proper growth of people socially, mentally and physically.

A Congress Story

LARRY EISENBERG, telling a story at the Recreation Congress: "The hunters were fast on his trail, but the lion shook them off. He sneaked into his cave, and—sitting down comfortably—he picked up RECREATION magazine and started to read. By the way, have you all renewed your subscriptions? *He* did."

HOBBIES

Knives from Scrap

Irene Scott

When Walter Stewart retired after a lifetime of farming and ranching, his family and friends said to themselves, "It won't be long now," meaning that a man who is pushing seventy can't just quit work and live. As Gramps (only the income tax collector calls him Mr. Stewart) says: "Life is sure puzzling. On the farm, after a hard day's work, I'd have to chore a couple of hours and then maybe empty ashes or bring in coal. Here, in town, where time's awasting, all I do is walk around and push buttons."

The change was pretty tough the first year, and he became a little griped with hanging around doctors' offices and prescription counters. One morning he 'phoned the nurse that he wouldn't be in that day, threw the medicine bottles and pills away, and started dusting off his tools. Suddenly he remembered that all his life he'd had a yen to make knives.

Living at the foot of the Rockies, where trees must constantly be cut from highways and irrigation ditches, most people burn a few logs, if only in the fireplace. Consequently, cross saws—which make good knife blades—abound. Then, too, there are always old hand saws at auctions, junk yards and second-hand stores. So, super blade material can be had for a song.

The next essential item is handles. Here Gramps really has fun and adventure. Stumbling over an old wagon wheel, he found spokes of seasoned hardwood, and made some "dillies" from them. A discarded hickory axe handle caught his eye and ended on a blade; and red spruce makes a smooth handle, too. The most novel handles, however, are made from deer horns. In this big game country, many people have antlers hanging in their garage or basement, relegated there when the sportsman of the family bagged a better specimen for the den or living room. The younger generation swap horns like marbles, and few families are without them.

When Gramps expressed an interest in these horns, he was immediately deluged with more than he could use. He explains, "A deer horn shouldn't be too old or weathered. Best time is within two years after killing. Unseasoned horns are too full of marrow. However, when horns have been kept in enclosures they are OK, although twenty years old. There's a lot of waste because many of the prongs are too crooked to use. I've got to have straight sides to work with."

Bone has no grain, so will saw straight without splitting. A few applications of wax complete attractive gray, cream, white or variegated handles. Gramps works the wooden handles down with an eighteen-inch wood rasp, and then finishes up with a smaller file. These handles are allowed to simmer in a can of raw linseed oil for several hours; then they are painted, varnished or waxed.

In his headquarters in the furnace room, he marks out the prospective blade pattern with a chisel, puts it in a vise and, holding it with pinchers or pliers, bends the metal back and forth until the "blade" cracks along the chiseled lines. Then he works it into acceptable form with his emery wheel. Not all the blades extend to the end of the handle, but they must extend at least two and a half inches between the handle halves to allow for riveting. He tempers the handle end of the blade over an open flame, after wrapping the cutting part in a wet cloth, to keep it from breaking when he punches holes in it.

The cost of this hobby is nil—maybe ten cents for each knife—because most of the stuff is just picked up or given to Gramps. He gets about five heavy butcher knives and five average knives out of a cross-cut saw, while an ordinary hand saw will yield about sixteen paring knives. It takes about seven hours to make a twelve-inch knife.

A disabled vet who operates in the locality asks store prices for Gramps' wares, although he has no need of money. What he wants and gets is companionship—the neighboring women are very interested in him and in his knives. Just ask his wife about his hobby!

Oakland, California

OAKLAND, CALIFORNIA, with a population of approximately 430,000 people, is situated on San Francisco Bay overlooking the Golden Gate. That it more than doubled its population between 1900 and 1910 is readily understandable. A reputable history of the city reveals that the week after the San Francisco earthquake, about 150,000 people crossed the Bay. Having once lived in this environment of natural beauty, 65,000 became permanent residents. This great influx of new residents undoubtedly was one of the factors which influenced Oakland to become the second city in the west to install a playground system. This grew into the Oakland Recreation Department, which has progressed and flourished throughout the past forty-two years.

Agitation for a public recreation commission developed as early as 1907, the year after the Playground and Recreation Association of America was formed. During the summer months of 1907 and 1908 a play instructor was employed by a progressive organization of women, the Oakland Club, to supervise and teach games on two school grounds in the city. Because of the good results of these efforts, a playground commission of five members was appointed by the mayor in December, 1908. In addition, $600 was donated to the commission from the City Emergency Fund for the purpose of conducting a vacation playground during the summer months of 1909.

George E. Dickie, now coordinator for the Federal Inter-Agency Recreation Committee, was Oakland's first superintendent of recreation. He was appointed to direct the vacation playgrounds in May, 1909, with a staff of four women directors. A new charter was put into effect in 1911 and under its terms the playground commission, known as the Board of Playground Directors, was organized and given the right of control and management of all playgrounds owned and operated by the city. All of these, at that time, were located in city parks and school yards.

A committee study on the recreation efforts of the Oakland Board of Education and the Board of Playground Directors resulted in a working agreement, drawn up in 1914, providing for a joint recreation program. Under the agreement, all school areas became playgrounds, the school buildings became community centers, and the work of the playground directors was a continuation of that of the school teachers. This agreement still remains essentially the same as when originally created, and it stands as a living tribute to the fine working relationships and cooperation that have existed between these two civic bodies for almost half a century.

Dr. Jay B. Nash, who is now a professor of education at New York University, succeeded Mr. Dickie as superintendent of the department in 1919, continuing in this capacity until July, 1926, when he resigned to join the University staff. Raymond W. Robertson, assistant superintendent under Dr. Nash, then took over the position. Following his retirement in August, 1946, he was succeeded by Robert W. Crawford. It is significant to note that a department with nearly a half century of service has had only four superintendents. Any national reputation and recognition of Oakland's recreation department can be largely attributed to the foresight, vision and courage of

PART V

Lake Merritt, in city, is scene of many enjoyable recreation ventures.

these men who made a lasting contribution to the expansion of the program now in operation.

Progress

In 1919 the Industrial Athletic Association of Oakland was formed, with the cooperation of the recreation department. Today, approximately sixty of the outstanding firms in the city are members of this association and conduct a well-rounded recreation program for their employees.

Another big step forward took place in 1921 and 1924 when the city's two mountain family camps were opened. One is in Tuolumne County —150 miles from Oakland—and the other is in Plumas County—225 miles away. Here entire families can have restful, relaxing vacations at moderate rates, with activities available to suit each member.

When land for a public golf course was purchased in 1921, there was great opposition on the part of some citizens to the construction of a course "where the rich could idle away their time." However, there was sufficient public interest in the idea that golf should become a game for persons of moderate income to make the project possible, and the Lake Chabot Golf Course was opened for play in 1923.

During the years 1926 to 1946, Oakland, like every other city in the nation, went through a major depression and then five years of war. Through the aid of the Federal Government, though, many new facilities were acquired in the depression years of 1934 to 1939. It was during those years that Davie Tennis Stadium, with a battery of five night-lighted courts, and a caretaker's house, was constructed in an abandoned quarry in the heart of the city. This stadium is one of the outstanding tennis plants in the country and some of the great tennis players of the nation have been developed here. Frequent players on the courts include well-known professionals such as Don Budge and Frank Kovacs.

Also constructed during this time was a large recreation area—Arroyo Viejo Recreation Center —containing picnic grounds, softball and hardball diamonds, tennis courts, a clubhouse, a garden theater, games' courts and a children's area. One of the largest playgrounds in the city, it is situated in the section of Oakland that has since become densely populated. Other depression projects were Montclair Playground, a well-equipped and beautifully landscaped municipal playground; Exposition Field, with its three night-lighted softball diamonds; Park Boulevard Clubhouse, the sailboat house, and the golf course clubhouse.

Many other improvements were made at this time, but during the war no facilities were constructed. As the population in the last eight years has increased by 125,000, it has been necessary to plan a wide program of expansion in both facilities and leadership. This accelerated development has been in progress since the end of hostilities.

Recently-built facilities, now in operation, include two clubhouses, one gymnasium, four tot lots for pre-school children (making nine of these in the city), an outdoor amphitheater, additional camp facilities, a model airplane field, more lighted tennis courts, turfed hardball and lighted softball diamonds, and swimming pools. Also, five playgrounds have been floodlighted.

When, in 1945, the people of Oakland passed a bond issue for playgrounds and other recreation facilities, funds were voted for the construction of five swimming pools in different parts of the city. Four of these pools were completed by July, 1949, and are now being used. Operated by the recreation department, the pools are fifty by a hundred feet in size. One of them is located on land given the city by residents of the North Oakland area. Adjoining the pool is a large building which once served as a dormitory for a children's home, and which was included in the gift. It is now being remodeled to serve as a recreation center for this section.

Much of this growth was made possible when the state legislature passed a bill permitting school districts to grant long term leases to cities and towns for recreation improvements. Other projects now under construction include more playfields and a new playground with clubhouses and facilities for all ages. Other planned facilities are on the drawing board and it's anticipated that they will develop into realities in the near future.

Organization and Staff

Organized as an autonomous unit of city government, the Oakland Recreation Department is under the jurisdiction of the Board of Playground Directors—composed of five lay men and women who serve without compensation and who are appointed for six-year terms by the City Council. At present, Lew F. Galbraith, civic leader, is president of the board and Mrs. Ralph T. (Margaret Merriam) Fisher, formerly a staff member of the National Recreation Association, is vice-chairman. Other members are Miss Eva Ott, elementary school principal, Joshua R. Rose, executive secretary of a local YMCA, and Fred Maggiora, business man. The City Council appropriates money for the board's use and any funds remaining unused at the end of the fiscal year are placed in a reserve fund under the sole control of the board, whose policy has been to use these reserves for capital improvements.

Heading the department is a superintendent of recreation, who is directly responsible to the Board of Playground Directors. On his administrative staff are an administrative assistant and four general supervisors of recreation. Each of the general supervisors has a specific assignment—one is in charge of city-wide program, another is responsible for construction of new facilities, another handles industrial athletics and adult recreation, and one is in charge of special activities, such as camping, crafts, dramatics and teen-age center events, and the like.

Full-time playground directors are assigned to the recreation centers and to the larger and more important municipal playgrounds. Several full-time directors also serve as resident directors at community centers. The greatest number of playground directors employed by the department—some four hundred—are part-time workers who do not serve more than an average of thirty hours a week. These directors are paid by the hour under emergency civil service appointments. All full-time employees are in civil service, and have taken examinations in order to qualify for their positions.

Last year the recreation department had an operating budget of $802,000—quite different from the original $600 appropriation! Of this amount, $662,000 was granted by the City Council—to whom the board submits a budget—and the balance was made up of earnings of the various pay-as-you-play facilities and activities in the city. Revenue-raising facilities include the municipal golf course, boating and canoeing on Lake Merritt (a large salt water lake in the heart of the city, covering about 160 acres), camps, the tennis stadium, swimming pools, and permit fees for softball diamonds, tennis courts, clubhouses and gymnasiums.

Facilities and Program

Oakland's recreation facilities are established to meet the needs of citizens of all ages. They include thirteen municipal playgrounds, forty-eight elementary and seventeen secondary school playgrounds, four community centers, three housing project playgrounds. The municipal playgrounds are open 365 days a year.

Eight camps are operated during the summer months—two family vacation camps, two children's mountain camps—one for boys and one for girls—an in-town, overnight children's camp, two children's day camps, and a day camp for handicapped children. The last is a new project and is being conducted in cooperation with community groups who are interested in these children.

The recreation program is based on the desires of the people it serves. Activities are too numerous to mention, but range from services to tiny tots to the gigantic production of the Christmas pageant. Basically, the criteria for evaluation of the program is what happens to the people as a result of their participation. Since the success of the program is measured in terms of its effectiveness, it is imperative that the areas and facilities be under competent, trained, understanding

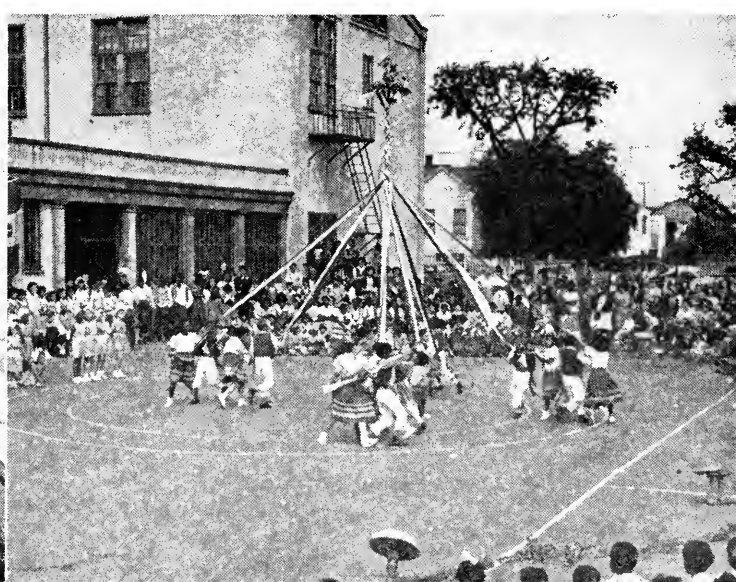
A storytelling session at recreation department day camp for boys and girls in Dimond Park.

A glimpse of Hawaii and authentic native dances is part of Alexander Community Center spring festival.

Swimming pool at Tuolumne Camp in Nevada Sierras, where whole families have chance to play together.

Community centers, Industrial Athletic Association offer classes in crafts, dramatics, other activities.

Gay Maypole dances are popular in spring festivals. Children play together regardless of race or creed.



and sympathetic leaders.

For the school-age child there are athletics, music, crafts, drama, camping—all offering opportunities for them to play, share, and even live with each other. A very interesting part of this program, and an unusual one for a recreation department, is the inclusion of crew activities for children from the various playgrounds. Playground directors are given a rigid course of instruction and are certified for this activity before they are allowed to enter a boat with children. At the end of the season a regatta is held, a very colorful event looked forward to by all the rowers and parents. Crew also extends beyond children's groups and we find that adults, as well as members of the Industrial Athletic Association, have included this activity as a regular part of their program.

A special program of clubs for teen-age boys and girls has been set up by the recreation department, organized on a neighborhood basis whereby they can take part in social gatherings such as dancing, picnics, an athletic program, and so on. The Teen-Age Council, made up of representatives from teen-age clubs in the city, serves as a clearing house where the young people may discuss city-wide, as well as local, club problems and events. Annual teen conferences add strength to this phase of the program.

Adult classes include crafts, dramatics, sewing, cooking, folk dancing and many other activities, offered through the community centers and the Industrial Athletic Association. This association also offers men and women a wide variety of leisure-time sports. Enjoyment of the department's folk dancing and hiking programs encourages the promotion of these activities, either through active leadership or in an advisory capacity. Folk dance groups are conducted for beginners, intermediates and advanced dancers, and occasionally all join in large demonstrations where it is not uncommon to see from 1,500 to 2,000 gaily-costumed dancers going through intricate maneuvers.

A very popular service is provided by the costume department, which aids playgrounds, public schools, children's agencies and the like in their non-profit and educational dramatic programs. There are more than 10,000 costumes in the costume shop—almost all made by recreation department employees. The small fee charged for the rental of costumes covers laundry charges.

One of the department's outstanding program events is the annual Christmas pageant, presented in the Municipal Auditorium with 12,000 spectators and 1,600 children taking part. The pageant is accepted by the people of Oakland as symbolic of the opening of the holiday season, and tickets are at a premium for its performance. A two-hour production called "The Light of the World," the pageant traces the spiritual development of man from the age of darkness to the birth of Christ.

A fairly new feature of the department is the program for senior citizens, designed to serve the recreation needs of those over sixty years of age. The desire of older people to get together with those of similar age and interests is great, and every recreation department in the country should investigate the possibilities of providing a program suitable for this group.

Last year, the recreation department served more than two and a half million patrons on the playgrounds and in the community centers. Another 74,250 adults were served by the Industrial Athletic Association, and these did not include the thousands who made use of the tennis courts, ball diamonds and picnic areas.

Oakland has grown, and is growing rapidly. Judging from the interest and support of the people, the Oakland Recreation Department will continue to keep pace with the growing city, providing for the leisure of all.

Clever Use of Reprints

REPRINTS OF "The Story of American Cities in Recreation—Part III," which appeared in RECREATION last December, were incorporated as a part of the annual report of the Recreation Commission of Mount Vernon, New York, "to serve as background information for the list of activities and attendance figures." The article, reviewing the history and giving an overall picture of recreation in that community, was originally prepared by R. Walter Cammack, Superintendent of Recreation of Mount Vernon.

RECREATION—*Its Meaning for Youth*

HARRY D. EDGREN

TODAY I AM using the term "recreation" to signify those activities youth choose in their leisure, where the joy is "in the doing," where the satisfaction of the activity is the only compulsion for participation.

To ascribe to youth certain interpretations of recreation is a bit dangerous, but if they were responding to the question, "Why do you like certain activities?" or "What do you get out of them?" I am quite certain their answers would include some of the following: "I make friends there!" "Our club is going on this hike," or "The girls are all going," and most of them would say, "It's fun!"

Young people who give these answers have had an exhilarating experience, unbounded joy and the fun of participating with friends in activities to which they were able to give themselves with complete freedom. The result for them is expressed in the word "fun". To me the reaction of "it was fun" is a *result* of other things which happened and which youth has been unable to analyze.

If certain factors were not present, the result would not have been fun. Some of these are: 1) being accepted and wanted by others of the same age; 2) making new friends, and the real fellowship of old friends; 3) the complete escape when an activity is interesting and all-consuming; 4) the recognition that is given by others when your contribution is applauded and praised; and 5) the sense of personal worth that accompanies growth and the sense of achievement in the development of a new skill. These, it seems to me, are the ingredients that add up to make recreation "fun".

Unfortunately, these ingredients and the result, "fun," are all too frequently not experienced by many youth in our present organized recreation. We have done well in offering opportunities for recreation to those who excel. The varsity teams of our elementary and high schools, the glee clubs and orchestras of our private agencies, the champion tennis player in community recreation, all have many opportunities to have fun. This, however, is less than ten percent of the youth of most of our communities. Then there are another twenty percent who respond to the invitation to learn skills in classes, to become members of recreation clubs and to participate in the intramural program of our schools or the invitational tournaments in our communities.

But what about the remaining seventy percent? They have the same wants, desires, and aspirations as the others, but they do not respond to the opportunities offered them, and organized recreation leaders have acted as though they don't want to have fun. Yet they do but, because of the conflict between their wants and their fears, they remain away. (Incidentally, realization of this fact is terrifically important to leaders of recreation.) These fears might arise from lack of skill which the young people feel will be embarrassing, or from inability to make friends, or just from lack of an adventurous spirit.

Let me be more specific in describing a few

The Midcentury White House Conference on Children and Youth, which will be held in Washington the week of December 3, 1950, "bases its concern for children on the primacy of spiritual values, democratic practice, and the dignity and worth of every individual. Accordingly its purpose shall be to consider how we can develop in children the mental, emotional and spiritual qualities essential to individual happiness and to responsible citizenship."

As recreation plays so large a part in the lives of our young people, state and local recreation leaders are urged to get in touch with state committees, already appointed in sixteen states, or with proper state authorities where such committees are being formed. They also should be alert to community developments and participate in them.

The author, Harry D. Edgren, is professor of recreation at George Williams College in Chicago, Illinois.

experiences which identify the reasons for some of the fears preventing many young people from enjoying recreation activities.

1. Two girls were advised by a social worker to attend a stag dance at an institutional church in their neighborhood. Attending the dance, sitting alone throughout most of the evening, they left with a decision never to return to that place.

2. Alice, a not too agile girl, reports to her first gymnasium class in school. Because of her awkwardness she is told to sit and watch while all the other girls have a good time. She is an example of the daughter for whom thousands of mothers now secure doctor's certificates excusing them from gymnasium for some alleged physical disability.

3. Tony is typical of many youngsters who repeatedly try out for a school or community team only to find that they are just below the height the coach has set as a minimum—or some other arbitrary reason not connected with skill or ability.

4. Joe loves baseball, but each time he is around, when the two captains (always the best players) choose sides, he is chosen last and permitted to stand and wait while the captains decide who will take him. He is finally told to report to right field and he may or may not get his turn to bat if someone more able shows up.

What, then, could recreation mean to some of our youth? First, it could mean the opportunity to participate in a great variety of experiences, all of which have their unique contribution. These would include outdoor nature activities, arts and crafts, the dance, athletics, music, dramatics, and the hobbies of collecting and creating. These activities would be offered at beginner, average and advanced levels of skill. This variety also can give individuals new experiences so much needed in our mechanical world.

Secondly, recreation can and should provide for youth the opportunity for group experience with others who have the same interests. Recreation's great opportunity is to help youth make and keep friends. Some of us feel that the experience of being in a group and being accepted, and the accompanying sense of belonging, is more important than the activity itself. Our mental health people tell us that it is very important that all people have a sense of belonging and of being part of groups, if life is to be very meaningful.

Recreation should also provide young people with a sense of release from the tensions and concerns of modern life. Opportunity for such release usually is provided in those activities where, in complete absorption, they may cut loose with abandon, and provide a real escape from other routine phases of life.

Recreation may give individuals recognition and the personal sense of worth that comes from accomplishment. This happens when individuals or groups express a desire to be officers, or members of a committee, and when they increase their own skill and ability and know that they are advancing and progressing. Belief in one's self is important to full living, to becoming independent and to developing into an emotionally mature adult.

Yes, recreation, when adequately conducted, can fill these essential needs. If recreation programs do not provide such opportunities, many of our young people will not experience them. Our schools do not adequately fill them. Dr. Brink, of Northwestern University, informs us that 553 out of every 1,000 high school youth leave school each year because they do not find high school interesting. We also know that many vocations and jobs, because of their routine nature, do not permit youth to be much more than a number receiving a salary with which to provide food, shelter and clothing. They must go elsewhere to find the real satisfaction of rich living. These facts give support to the concept that recreation is essential and, with this fact goes an accompanying responsibility, an obligation as well as an opportunity to use our organized agency recreation, as well as family recreation, in ways which will be most productive and satisfying to the youth of our country.

Youth needs and wants adults like you to join with them in a cooperative effort to secure the kind of facilities, leadership and recreation programs in homes, churches, schools, and public and private agencies, that will provide the caliber of program which will meet this need and aid in fulfilling their hopes, desires and aspirations. All that I have said identifies the role of leadership in recreation. In short, it suggests that leadership be more concerned with whom the individuals are and what happens to them through recreation activities. This is very effectively shown in the movie "Leaders for Leisure," which is available from the Athletic Institute, 209 South State Street, Chicago 4, Illinois.

When we have done our part, then we can feel with the Chinese poet, Wang Wei, who, when asked the definition of supreme happiness here below, said, "I am old, I have not traveled very far, but this one thing I know. You ask me what is the supreme happiness here below? It is watching a little boy go whistling down the road after he has asked me the way."

Music and Drama in Program

NICOLETTA URIUOLI

Presented at the New York State Recreation Conference

IT HAS OFTEN been said that, in order to have a well-rounded recreation program, music and drama should be included for those individuals not interested in physical activities. This is very true, but we can go a step further, for there are many who, no matter what other interests they may have, are anxious to acquaint themselves with varied and cultural activities, such as music, dancing, drama, or crafts. A director must be aware of this need and of its importance in his entire program. A recreation program should be community-wide, year-round and have broad appeal, with the interests and needs of all age groups recognized. It may not be possible to embark immediately upon a program that is all-inclusive, but there should be continuous advancement in this direction.

Of primary importance in setting up a music and drama program is competent leadership. Next, ideally, facilities should be attractively and properly planned and easily accessible, with adequate budget provided for maintenance and operating costs. However, we often find that we must make the best of available buildings and facilities. The thing to remember in this case is that even with good buildings and adequate supplies, poor leadership can be the downfall of a program, while other programs with poor facilities and good leadership manage to survive.

Special activities in the field of either music or drama fall into two categories: community activities, using some professionals, and capable of becoming self-supporting, and program carried on within the playground or recreation center and financed by the recreation budget.

Drama

There is a little bit of the actor in us all, and all of us are certainly audience-minded. Plays are inspirational and educational; plays are recreational, giving idle hands something to do, taking tired minds away from worries. They open magic doors for all, starting with the child on the playground who can enter the land of "make-believe" by acting out stories, a natural outgrowth of the story hour. Plays created by the children themselves—simple skits, pantomimes, and one-act plays—may be performed very successfully on the playground, and will give children an opportunity for using imagination and expressing originality. Even inexperienced recreation leaders have little difficulty producing plays of this kind with the aid of available production books. For older children and adults, more ambitious plays may be attempted after some preliminary training in producing short plays, or if trained leadership in this field is available.

To the program of informal and formal plays can be added local talent programs with dramatic skits, stunts, and the acting out of ballads. A number of cities also include a traveling theatre—a stage on wheels which goes from playground to playground, carrying properties and actors. Traveling puppet shows are very popular and appealing. The puppet theatre can be very simple in construction, made either from wooden or cardboard boxes. Construction of the puppets themselves comprises a fascinating handcraft activity. No body is required for the hand puppet and the costume is made large enough to admit the operator's hand. For the string marionette, the bodies are made of soft wood, then dressed, and after some practice manipulating the strings, plays are attempted.

Crafts programs are correlated with these drama programs, aiding with scenery, costumes, and properties. Festivals and pageants also take a place of importance in the recreation dramatics program. These might include May Day festivals, Spring festivals, drama festivals, Christmas pageants, ice carnivals, or pageants used as closing events of the playground season. These, too, are correlated with the activities and phases of the overall recreation program—crafts, music, dancing, and games.

Mrs. Uriuoli is supervisor of dancing and music for the Syracuse, New York, Recreation Department.

Music

A musical group, aside from being a unique portion of the recreation program, can also supplement its various other phases. Music gives delight, and enriches any experience with which it is associated, strengthens morale, makes for a feeling of sociability, and opens doors for self-expression. It embraces all ages and all degrees of skill, from a rhythm band to a symphony concert group, from community singing groups to trained choruses. Also, music is the source of many types of enjoyment—for many there is as deep a satisfaction in listening as there is in creating. Discussion of the music program can be divided into vocal and instrumental.

Vocal—The simplest and most spontaneous of musical activities, requiring little or no leadership, is the informal singing group. Next comes community singing, where a "responsive chord" is struck in nearly everyone. A good leader is essential and a piano or some musical accompaniment helps. With trained leadership, choruses can be organized among all ages and both sex groups —for example, a men's or women's or mixed chorus. For these, quartets and other special groups can be developed. Recently there has been a great surge to revive the barber shop quartets. An organization known as the Society for the Preservation and Encouragement of Barber Shop Quartet Singing has organized groups across the country. Also, industrial recreation programs have shown a definite trend toward musical as well as dramatic activities.

Instrumental—Let's start with the rhythm band. Those instruments most commonly used are the drum, triangle, tamborine, cymbals, rhythm sticks, jungle sticks, wood blocks and bells. (A note to the crafts-minded—possible additions or substitutions are horseshoes, or railroad spikes, for triangles; round cereal boxes for drums; sand blocks; and combs with tissue paper to carry melody hummed on them.) More modern equipment will include a portable phonograph and a supply of good music with marked rhythm. Next can be developed tonette groups, harmonica bands, a drum and bugle corps. Concert groups can be organized from a nucleus of those interested. Of course, as for the choral groups, trained leadership is essential. It is an activity that will bring together a cross-section of people who probably would have no other mutual interests. An outgrowth of the music program will be music festivals, band concerts, symphony concerts, operettas, and radio programs.

In addition to the vocal and instrumental portions of the program, music appreciation and interpretation can be a part of the overall music picture. Music interpretation provides a satisfying experience for the young, especially since it combines music with physical activity. The listener interprets the music in bodily action, responding to rhythm and mood—skipping, running, or swaying. Folk dancing also provides a rich musical and physical activity experience. Here dancing, singing, and instrumental music are combined.

Drama is greatly enjoyed as part of program in seventy-five fieldhouses of the Chicago Park District.

Music appreciation clubs can be organized. Under guidance, members come to appreciate and understand the best in music. Stories of composers, operas, pictures illustrating the writer's native country, all provide a background that will enrich listening enjoyment. The recreation department should also take advantage of funds available through the American Federation of Musicians for professional musicians to present concerts sponsored by the department at little expense.

To our first question, "*For whom* is the music and drama program planned?" we add another, "*Why* is a music and drama program planned?" Our answer is a synopsis, for much could be said on these points.

For whom we ask, and find the answer evident —for all, from young to old, from the unskilled to the highly skilled. And why? Does it not seem logical that the outlet for originality, for self-expression and interpretation, for activity and cooperation with others is well-worth planning? Has it not been seen that the lessons learned in these activities help us to appreciate a little more the "next fellow's" efforts? When we realize that the answer to these questions is yes, then our efforts toward a more complete, all-encompassing program increase a thousandfold.

World at Play

Santa Wears a Dress!—At least that seems to be the case in Port Chester, New York, where Santa Claus answers to the name of Miss Doris Russell, Superintendent of Recreation there. It all started when Miss Russell initiated a toy making and repairing project a few years ago. Each Christmas, since then, she and many enthusiastic volunteers have been collecting donated toys, repairing and repainting them, and distributing them to Port Chester youngsters. Last year, she helped brighten the holiday season for some 500 boys and girls. Little wonder then that whenever the post office receives any local mail addressed to the bearded gent from the North Pole it immediately sends it on to Lady Claus.

Leadership Club—The University of Wisconsin, in Madison, boasts a campus organization—known as the Recreation Leadership Club—open to all students carrying a major or minor in community leadership in recreation, and to other students who indicate a specific interest in professional aspects of recreation. The dues are one dollar a year and meetings are held the second and fourth Tuesdays of each month. The purpose of the club is to promote good social relationships among members; to maintain professional contacts with professional recreation leaders who are active in the field; to work for continuous improvement of the recreation curriculum; and to keep abreast of progress and opportunities in the broad fields of recreation leadership throughout the world.

To date, it lists among its accomplishments maintenance of active programs and meetings for members during the past two years; sponsorship of a party last March for students from all over the United States attending the Student Government Symposium; as well as cooperation with the Governor's Conference on Children and Youth by offering exhibits and entertainment to the 1,300 delegates who attended the May, 1949 event. In addition, the club has also co-sponsored, with the University YMCA and YWCA, a successful Camp Counselor's Training Institute on campus.

Its plans for the future are also very ambitious. Primarily, the Recreation Leadership Club hopes to continue its prominent position on the Wisconsin campus through the work of its program, membership, publicity, professional relations, curriculum and campus relations committees.

Professionals Pitch In—America's sandlotters will be better trained next year than any time in history! That statement comes from the National Baseball Congress which bases its prediction on the fact that professional baseball will be sponsoring coaching clinics in over 200 cities in thirty states, from January 23 to February 4, to train amateur coaches—including those from town, industrial and school teams.

Cooperating with the National Association of Professional Leagues in this undertaking—in which more than 10,000 coaches are slated to attend—are the sixteen major league clubs, National Federation of High School Athletic Associations, American Legion Junior Baseball Program, National Baseball Congress of America, American Baseball Congress and National Amateur Baseball Federation. Instructors will include past and present professional managers, coaches and players. For additional information, write to Robert L. Finch, director, National Association of Professional Leagues, 693 E. Broad Street, Columbus, Ohio.

Christmas Shoppers:

How many of your friends will be receiving subscriptions to RECREATION magazine this Christmas? It's a wonderful gift to give and to receive for each month, throughout the year, RECREATION offers a complete variety of program suggestions, how-to-do and play materials, news items, helpful hints for individual as well as group recreation. The price is just right, too—only three dollars for a year's subscription and no tax! Send in your order now and, while you're at it, you can Christmas-gift yourself by renewing your own subscription.

LOCAL BOARDS

In Park and Recreation Programs

PROBLEMS OLD AND NEW OF LOCAL BOARD MEMBERS

Summary of New Orleans Congress Meeting by Mrs. Stuart LeRoy Anderson

THERE IS AN OLD proverb that says, "We can let our problems drown us or we can take them out and give them swimming lessons." I am sure that all members of local boards are aware that their problems are many. But, certainly, on the part of those attending this National Recreation Congress, there is a determination that those problems will not overcome them—rather, that constructive efforts will be made toward their effective solution.

In our discussion group five problem questions relevant to all local boards, whether representative of large or small population areas, were presented and were followed by general comments from different members of the group.

The first question covered the qualities that distinguished the good board members from the poor ones. Should a citizen be appointed to the board because he shows skill or interest in one particular phase of recreation? Are members appointed under political pressure apt to prove themselves outstanding?

It was felt that a good board member would have these major qualifications: a real dedication to the cause and principles of sound recreation, a sympathetic understanding of individuals and groups participating, and a determination, as nearly as possible, to bring all phases of recreation to the citizens of his community. A good board member will have won the honor and respect of his community through his leadership and by his own way of life before he is appointed, and during his term of office will continue to act so that he will deserve the confidence which the people have placed in him. Certainly a board member should not promote just one phase of recreation to the exclusion of others. This would work for competition of interests and would not promote a harmonious, well-balanced and coordinated program. Also, all pressure, if possible, should be eliminated in the selection of board members. A member should feel his responsibility to the great mass of taxpayers and not to any one particular group.

The second question dealt with the principles that should guide the board in its relations with the administrative executive. The general feeling was that, as a board, it is our obligation to secure the very best trained, well-qualified person for the executive position; then respect his judgment and vision; give him an opportunity to put an aggressive program into action; back him to the limit.

In considering the third problem, "What inexpensive means can be used advantageously to broaden the recreation viewpoint of board members?" leaders spoke of the great value of a survey of the local situation being made by an outside expert. For a nominal fee a consultant can analyze the community, making a comparison with other localities, and present a constructive long-range plan with certain goals toward which the local board may work in years to come.

Greater cooperation between education and recreation boards and staffs was the subject of the fourth period of discussion. Certainly the trend is in the direction of a more coordinated program between school and municipality. Members of school boards and superintendents are being drawn in as members of recreation boards. There

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Mrs. Anderson is the president of the Long Beach Recreation Commission, Long Beach, California.

is a cooperative use of the same facilities and personnel by school and city. This is good management and will insure greater benefits from the tax dollars to the citizens of our communities.

In regard to what board members can do to foster good public relations for the department, it was agreed that every board member should consider himself as an ambassador to carry the good news of the program, and to promote good will for it among the citizens. A board member should accept opportunities to go to groups and present the recreation program. The press and interested individuals should be invited, even urged, to sit in on the board meetings. Hearings should be allowed individuals and representatives of groups. Newspaper space for articles and pictures should be sought, keeping in mind that an informed public is an interested public.

One of our leaders was very enthusiastic and serious about what he was saying. Just as he was concluding his remarks, he broke forth with, "There's one very important thing, I must say. I believe there should be more women on our boards. The Lord bless the women folks!"

I like that for, sure enough, you can depend on it that the women folks will not let these problems drown them—they will just take them out and give them some good old swimming lessons.

WHAT IS THE PLACE OF CITIZEN BOARDS?

Summary of New Orleans Congress Meeting by Harry S. Wender

In our ever-changing system of municipal governments, we are constantly being confronted with the question concerning the relationship of recreation and park departments to community management as a whole. On the one hand, it has been contended that a single executive, unrestricted by any administrative or advisory board or commission will provide the maximum in efficiency of operation and control of recreation programs and facilities. On the other hand, we find the persuasive proposition that only through active participation by lay citizens on administrative or advisory groups can we expect to establish, maintain and extend a comprehensive recreation program under a democratic system. It was interesting to note that, at the meeting here, not a single delegate could support the first suggestion even on the basis of strict efficiency, for it was the unanimous opinion of all present that citizen participation is a "must". This is particularly true in the field of recreation because of its essentially close relationship to the needs and desires of the people themselves.

The question was then raised as to the relative value of administrative boards or commissions having policy-making and budget-determining powers as against agencies with only advisory functions. It was the overwhelming consensus of the group that, although advisory groups can perform valuable work through their recommendations to those possessing administrative authority, it has been unquestionably demonstrated that a better job in recreation can be done where the final decision can be made by those who make the recommendations. This is especially true in the larger communities. The advisory method undoubtedly proves satisfactory where no controversial issues arise. When controversies do arise, however, and when advice is not accepted, then trouble starts. Friction develops and board members are prone to resign in indignation out of a sense of frustration and helplessness.

Polls taken at various times during our session were indicative of the kinds of agencies represented at the Congress. Of twenty-two board or commission members attending, seventeen were of the administrative type and five were advisory. The latter represented cities varying from a population of 90,000 in Roanoke, Virginia, to 550,000 in Kansas City. The balance was composed of thirty superintendents of local departments, ten recreation staff leaders, three private agency representatives and two professional educators.

In stressing the importance of cooperation between recreation boards and local boards of

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Mr. Wender is the chairman of the District of Columbia Recreation Board in Washington, D. C.

education, to insure mutual use of public facilities, it was brought out that thirty-one communities represented had local administrative or advisory boards. Of these, twenty had direct representation from the board of education while eleven did not. All maintained close relationship between the two agencies.

The vast majority of recreation boards are appointed and work without compensation. Most of these are administrative. It was concluded that a strong, appointed, non-compensated, small administrative board is the most valuable aid to the promotion and development of adequate recreation systems. This citation, quoted by our chairman from the work of Charles Merriam of the University of Chicago, epitomized our thinking on the value of citizen boards versus centralized administration under a single executive:

"We must seek a balance between expert service and popular control. In case of doubt, we should decide in favor of popular control."

A comparison between boards of education and recreation indicates a remarkable similarity of duties and responsibilities, undoubtedly accounting for the great preponderance of recreation and park boards having full administrative authority, in many instances following the exact pattern of independent educational boards.

Wherever the recreation board and the administrative staff work as a team, the board members serve as front runners, meeting opposition and paving the way for successful and efficient accomplishment. The technical staff is relieved of the final responsibility for making policy, but is held accountable, without interference from the citizen board, for carrying out that policy.

The question was raised about those communities where political machines dominate local government and recreation suffers from negligent and improper administration. This brings about the appointment or election of corrupt or incompetent board members and officers lacking adequate interest in or knowledge of recreation problems and their solution. It was our unanimous opinion that our host city, New Orleans, represented an excellent answer to this very real problem in promoting adequate recreation in a number of cities, large and small. What has been done in New Orleans within the last two years under its present enlightened administration is indicative of what any American city can do when the public is aroused and made aware of its government's deficiencies.

The opportunity to improve public recreation remains solely with the electorate, which may have just as good or just as bad an influence on city management as it may desire through its expression at or away from the ballot box. Those who avoid participating in politics because of a lack of interest must be held personally responsible for what happens, as much as those who pervert our democratic institutions by violating their sacred trust as servants of the public.

The qualifications for citizens serving on administrative and advisory agencies dealing with park and recreation matters reveal that, although in many respects these agencies may be likened to boards of directors of commercial organizations, there are several significant qualities which must be possessed by lay citizens who wish to serve their community to advantage. It is not enough that a man or woman be an intelligent, resourceful individual of high integrity. These requirements are basic. Equally important is the desire to perform unselfish public service and to give sincere devotion to a philosophy which dignifies this special aspect of human relationships and places it on a par with other fundamental responsibilities of good government, such as health, safety and education.

No one can properly serve as a citizen member of a recreation agency without having previously evidenced some tangible interest in the civic development of the community, nor can he or she adequately judge the temper and desires of the citizenry without a compassionate interest in its welfare and well-being. Therefore, it is obvious that board members must possess all the qualities of leadership and must at all times command the respect and support of the community in their work.

Purely administrative functions of boards include, in some instances, the selection of all personnel—although in most cases, only the chief administrative officer is selected—the determination of policies, fixing of fees, regulation of salaries and disbursement of funds. However, there is a much more important responsibility which seldom appears in the legislative authority or executive order spelling out board functions. Every board member is charged with the responsibility of expanding community knowledge of the recreation facilities and programs administered by the board. This public relations function helps maximum use of what we have to offer without extravagant waste of public funds and, at the same time, shows up the inadequacies which warrant public support for improvement.

It was gratifying to learn that the administrative and advisory boards represented by every delegate present invite the public and the press to

their meetings, thereby stimulating interest in and knowledge of their problems and programs. The necessity for promoting public interest in the work and accomplishments of the board, as well as in the department's deficiencies, was stressed. And since appropriations are needed to remedy these deficiencies, the importance of acquainting civic and business organizations with proposed budgets was pointed out as an indispensable means of securing community-wide understanding and support. These were characterized not as "pressure" groups, but rather as "interest" groups.

In the final analysis, recreation sells itself by means of a successfully demonstrated program which the people want and accept as a rightful heritage for themselves and their children. The keystone in any board structure is its public relations, its contact with the people it represents. If that keystone is defective, eventual collapse of the entire structure is inevitable.

(Summaries of other stimulating meetings are presented in the 1949 Congress Proceedings. *Order now,* and catch up with collective thinking in other areas of recreation work. Price $2.25.)

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A NEW REPORT *and How to Use It*

Stephen H. Mahoney

OVER THE PERIOD of the past year and a half, it has been the privilege of the writer to work with ten other recreation executives from several sections of the country in formulating a set of standards for leadership positions in the recreation field. In its relatively brief period of existence, recreation leadership has reached a professional status which necessitates the use of personnel standards for the maintenance of its proper position among the careers of service which are open to ambitious men and women throughout the land.

In recognition of the need for standards, the National Recreation Association, through a committee of recreation executives, published a standards report in 1929; and in 1935, 1938, and 1944 other committees adjusted the standards to meet the conditions which existed in those respective periods. The rapid growth and development of recreation since the close of the last war have stressed the need for standards which befit the current trend in the profession.

Personnel Standards in Recreation Leadership is the result of the deliberation and suggestions of a representative group of recreation leaders, and presents not only the ideas of committee members, but of those with whom they have consulted as to the duties, qualifications and proper compensation for positions at different levels in the recreation field. There was evident, throughout the period of the committee's work, an attitude on the part of each member to work unitedly toward ideals which would benefit the whole recreation movement. This same attitude, we hope, will be manifested by all recreation workers in the utilization of the report. After all, such a report and its recommendations will amount to very little unless the standards which have been set up are used for the purpose of advancing the profession.

For the most part, this use will be at the local level of recreation organization. The executive should bring it to the attention of the members of his board or commission. He should make sure that it is in the hands of the personnel officer, members of the city council and the mayor or city manager. It is gratifying to learn that Mayor Morrison of New Orleans, host to the recent National Recreation Congress, was so enthusiastic about *Personnel Standards in Recreation Leadership* that he sent a personal letter in commendation of it to the mayors of cities throughout the country.

The report can also be of much value in the sphere of public relations. Every recreation executive knows that an interested and alerted citizenry is one of his greatest allies and, in the standards report, he has a potent instrument to help in securing competent leadership for his department.

The committee is strongly of the opinion that the publication should be widely circulated among not only local authorities, but those at higher levels as well. Its use by civil service commissions and other officials who are responsible for the classification and selection of recreation personnel can result not only in improved methods of selection, but also in placing personnel on a level comparable to that on which other municipal employees are placed. It is interesting to note that the executive committee of the American Recreation Society has unanimously approved *Personnel Standards in Recreation Leadership* and urges its wide use.

The report should be of assistance to the faculties of colleges and other training institutions in the development of curricula to aid students in preparation for service in the recreation field. Above all, it should prove most helpful in presenting to prospective recreation leaders the opportunities available, the qualifications required, the duties involved and the compensation to be expected.

Members of the Recreation Leadership Standards Committee include the following superintendents or directors of recreation or parks and recreation: Chairman, Stephen H. Mahoney, Cambridge, Massachusetts; H. S. Callowhill, Baltimore, Maryland; E. D. Caulkins, Westchester County, New York; Russell Foval, Decatur, Illinois; Chase Hammond, Muskegon, Michigan; George Hjelte, Los Angeles, California; Mrs. Helena G. Hoyt, Syracuse, New York; Miss Dorothea Lensch, Portland, Oregon; F. S. Mathewson, Union County, New Jersey; Beverly Sheffield, Austin, Texas; Jay VerLee, Colorado Springs, Colorado.

Lebert H. Weir

1878-1949

LEBERT WEIR PASSED away November 13, 1949. In his death, the park and recreation movements have lost a strong protagonist, a realistic crusader who has set an example of achievements which will serve as an inspiration to recreation leaders throughout the country.

When Howard Braucher invited Lebert Weir, in 1910, to become the first field secretary employed by the Playground Association of America, Mr. Weir welcomed the challenge and opportunity for national service which it opened to him. His five years of experience as head of the Juvenile Court in Cincinnati had convinced him of the need for adequate public recreation facilities and activities as one of the necessary preventatives of juvenile delinquency. As he once stated, "Since the public had assumed responsibility for the care of delinquents, I felt it should likewise be the duty of the public to assume responsibility for doing those things that would prevent delinquency."

Lebert Weir's enthusiasm for recreation and his exceptional power of interpretation made inevitable a career of distinguished service which has left an indelible imprint on the national recreation movement. His love of nature and appreciation of the place which nature activities play in the life of man lent power and strength to his special service in the field of park recreation. Parks had no greater friend than Lebert Weir.

His first service with the Association was in the Pacific Coast States of California, Washington and Oregon, helping communities to study their needs and to initiate and operate effective year-round programs. Since then, he has helped scores of communities in every state in the union with their park and recreation problems, and he has played an important role in planning for the human use of outstanding park areas.

During World War I he helped a number of communities to organize their recreation services for men in the armed forces when on leave. In Chillicothe, Ohio, he successfully strengthened and enlarged the program, raised a half-million dollars and set up a model community for recreation. This center became the national training center for War Camp Community Service workers, the forerunner of the Chicago training institutes of the National Recreation Association.

Mr. Weir's work included service on a statewide, national and international scope. At the request of Governor John G. Winant, then chief executive of New Hampshire, he made a statewide recreation study of that state. He also made vocational and rural recreation studies in his home state of Indiana. In recent years he had been interested in helping to promote and serve state consultant services in Kentucky, Indiana, Illinois, Wisconsin and Minnesota, and in the establishment of recreation leadership courses in the institutions of higher learning in these states.

He has served as consultant to the recreation advisor to the National Resources Board of the Federal Government. At the invitation of the Governor of the Virgin Islands, he made studies and plans for parks and recreation in that territory; he also made studies of recreation developments in Europe. Mr. Weir's two extensive nation-wide studies of parks and camping are well-known to park and recreation workers.

Lebert Weir was a member of the American Recreation Society and was made a Fellow at its annual meeting in Omaha in September, 1948. He was also a Senior Fellow of the American Institute of Park Executives for many years. In January, 1949, at the third Annual Recreation Meeting called by the Governor of Indiana, he received an "award of recognition of distinguished service in the field of recreation." He was again honored by his native state in October of this year when the Indiana Municipal Park and Recreation Association presented him with a recognition plaque, in absentia.

Recreation News

Change of Address

THE WEST COAST office of the National Recreation Association has been moved from Pasadena, California, to Room 424, 607 South Hill Street, Los Angeles 14. So get out your little black book and jot down the address.

Here you'll find sample copies of RECREATION magazine and NRA books and booklets. Lynn Rodney, the Association's district representative (see page 453), is in and out, and Miss Lulu Lydell, the office secretary, can put you in touch with him whenever you need him. She also will be ready to help you in any other way possible—to answer inquiries, take orders for materials, and so on.

Write, phone (Vandike 8382) or visit. Form the habit of dropping in for a chat when you are in that part of the country. You'll be welcome. The office is at your service!

A Tribute

THE CITY OF Lockport, New York, is planning to honor Howard Braucher, a native son, for his contribution to the recreation movement and his years as president of the National Recreation Association. At a recent meeting, the Lockport Park and Shade Tree Commission discussed the possibility of having some memorial to him in one of their city playgrounds. It is expected that Lockport will honor him by naming one of their playgrounds after him, or will set up a memorial plaque to him in one of their parks. Born in the town of Royalton, Mr. Braucher was a graduate of Lockport High School.

New Volley Ball Guide

YOUR COPY OF the 1950 *Official Volley Ball Rule Book and Annual Guide* is now available. Edited and published by the United States Volley Ball Association, it presents detailed information on tournament results, playing suggestions, rules for all types of participants, and team pictures. The price is the same—fifty cents. This year, order from the U.S.V.B.A. Printer, P. O. Box 109, Berne, Indiana.

National Conference on Family Needs

RECREATION WAS A major topic of discussion at the National Conference on Appraising Family Needs held in St. Paul, Minnesota, in September. The Conference was sponsored by the St. Paul Planning and Research Council and other local agencies to consider the findings of a test study on community welfare services conducted by Community Research Associates.

The purpose of the Conference was to discuss methods by which the data had been gathered, to appraise the findings, and to provide suggestions and recommendations for the concluding year of the project. Sponsors expressed the belief that the Conference would "pave the way for a new direction to social planning and a more effective alignment of the service which American communities provide for the well-being of their citizens."

The National Recreation Association was represented among the 125 delegates who came from a broad variety of professions. Attention was focused upon recreation as one of the four chief segments of family need. The findings of the St. Paul Study and the Conference discussions revealed the need for a fundamental appraisal of recreation facilities and services, and a consideration of ways in which recreation agencies can cooperate to serve more adequately families in greatest need.

The St. Paul study also revealed a great maldistribution of recreation services by districts of the city, by ages and by program activities. Very few of the "multiple-problem" families were served by recreation agencies and several of the substandard neighborhoods received relatively little recreation service. A large percentage of individuals participating in the recreation program were between the ages of five and sixteen, and sports predominated in agency programs. Only 17.4 percent of the money spent for recreation in 1946 came from city-county funds, yet 31.9 percent of the recreation participants were in public programs. A large percentage of the recreation dollars came from private sources and were spent by private agencies.

Community Sports and Athletics

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Suggestion Box

Care of Floors

At the Planning Recreation Areas and Facilities meeting of the industrial section of the 31st National Recreation Congress, the following suggestions were offered regarding floors:

A. For those who wax a maple floor for dancing and then have to remove the wax for basketball playing: if the floor is sealed, borax crystals can be used to take off wax; also, a weak solution of turpentine can be used.

B. Corn meal is still being used by many as a substitute for wax.

C. "Sock hops" are held in one company as a means of preventing damage to basketball floor.

D. Using the same floor for basketball, roller skating and dancing will soon ruin the average floor. For such multiple use, asphalt tile flooring is recommended. (See Congress Proceedings.)

Rubber Quoits

John W. Faust, district representative of the National Recreation Association, writes from Bethlehem, Pennsylvania:

"Interesting — rubber quoits — twelve ounces, are a rage here. They were holding a wildly exciting inter-playground tournament. One team of two little girls, eight and ten years of age, had a cheering section of eight boys who raised the roof for them. The city makes the stakeboards. We shall urge this elsewhere as it is as good for adults and eliminates the fuss of clay pits, the hazard of metal quoits. It's a faster game."

Fishing with No Water

One of the ideas coming from the Pet Ideas meeting in New Orleans was offered by a recreation worker from the west whose identity escapes us. It seems that there is a lack of water in his community—that is, water where it is safe for youngsters to play and where fishing is good. Therefore, he constructed artificial fish ponds on each playground, with all different species of wooden and paper fish that the children—and adults, too—could hook through the tail. For each fish caught a prize was given. Both youngsters and adults became so interested in fishing that the city fathers decided to do something, if at all possible, about the purification of the streams, and thus furnish an opportunity for everyone in the community to enjoy real fishing and water sports.

Tools for Crafts

Waldo Hainsworth, also district representative of the National Recreation Association, writes from Bristol, New Hampshire:

"Several months ago, Wink decided that they should have a crafts program for the children. He had no tools and no money with which to purchase any. He obtained a *Popular Mechanics* magazine and wrote letters to a large number of manufacturers of all kinds of tools. The purpose of his letter was to secure prices on rejects. His story was so convincing—telling of the operation of the center and the like—that many of the manufacturers have sent him complimentary sets of their products. To date he has a number of power tool sets, sanding machines, rules, dies, carpentry tools. I quote from a letter he received from the vice-president of one manufacturing company: 'We are very glad, indeed, to donate this material to the very worthy cause which you have mentioned, and no invoice will be rendered.' When the shop has been equipped (and it will be a good one when it is), he plans to have pictures taken of the children using the tools—sending them to the various companies who have helped."

Do You Know

That the Methodist Publishing House, 810 Broadway, Nashville, Tennessee, puts out "World of Fun" records of the folk games of other countries? These sell for two dollars and can go a long way toward helping a group to appreciate what other people have contributed to the fun of the world. An accompanying booklet offers instructions, listings, general suggestions. The records can be obtained from any Methodist Publishing House, and also from other distributors.

Bathhouses

If you're building a bathhouse for an outdoor swimming pool, why not use removable partitions so that the building can serve as a recreation center during winter? This was done in Yuma, Arizona and was very successful.

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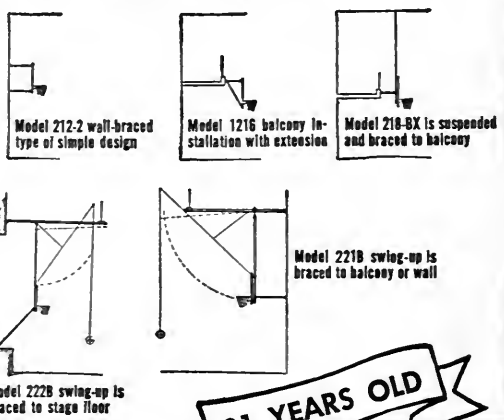
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IN THE FIELD...

LYNN S. RODNEY

LYNN S. RODNEY loves the West, the open spaces, so it was like coming home when he was assigned the National Recreation Association's Pacific Southwest district of California, Nevada, Utah, Arizona, and New Mexico in July, 1948, after two years of field work in Michigan, Ohio, and West Virginia.

"After all," says Lynn, "my father and grandfather were born in California; I was born in Nevada and raised in Idaho and Washington State. This should give me some claim on the West." This background and his feeling for the recreation development of the area will do much to help future progress in Lynn's new district.

He moved to Coer d'Alene, Idaho, at an early age and, finally, to Spokane, Washington, which he calls his home town. In his high school years, he developed a keen interest in athletics and other school affairs and, in addition to participating in dramatics and club work, was outstanding as a swimmer, setting a national "Y", city, Inland Empire, and college records. It was in 1932 that he qualified in a Pacific coast swim meet to represent his area in the final U. S. Olympic tryouts.

After high school Lynn attended Washington State College, earning in four years both his bachelor and master of arts degrees in political science and education. He then accepted a position as social science instructor in a small high school in a rural area along the Columbia River in Washington State which introduced him to the fun in teaching. Following progressive educational procedures, Lynn tied his work to the principle that you can learn at the same time, and enjoy it.

In reminiscing he says, "Living and teaching in a small rural community is an experience I shall never forget. The fun of teaching, as well as the fun of salmon fishing with the boys who might not know their school work but certainly knew their fishing, are memories not soon forgotten."

However, his teaching career was cut short for, after his first year, he was selected as one of the fifteen outstanding graduate students in the country and given a scholarship at the Maxwell School of Citizenship at Syracuse University. The school's purpose is to give the highest degree of training to prospective city managers and a master of science degree in public administration. Lynn's desire to work directly with people, children as well as adults, prompted him to seek a place in the recreation field. After completing his work at Syracuse, therefore, he was awarded one of the National Recreation Association's Henry Strong Dennison Fund apprentice fellowships. He was assigned to the Division of Recreation and Community Activities of the Board of Education in New York City, his training directed by the Association and Mark McCloskey, division director.

After the New York experience, Lynn joined the staff of the Smith Memorial Playground and Playhouses in Philadelphia. He was made supervisor of one of the oldest playhouses in the country, located in East Fairmount Park and provided for under the wills of Richard and Sarah A. Smith over fifty years ago. In this position there existed a close relationship between the playhouse program, the Temple University School of Social Work, and the School of Education.

War clouds on the horizon and the Pearl Harbor attack prompted Lynn to volunteer for service in the U. S. Naval Reserve. There he received a commission as a deck officer, but an eye defect led to inactive status. It was only natural, then, for him to turn to municipal work.

Galveston, Texas, in the throes of wartime expansion, was looking for a recreation and park director, one who could take the lead in developing a program for this war community. Thousands of servicemen in the city and outlying camps, as well as the thousands of new families attracted to the war industries and shipyards, created a serious recreation problem. This was the job for which Lynn was looking—one with a challenge.

He took it on when asked, knowing full well

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what problems lay ahead. He made friends quickly, received support, and was soon working on plans for a permanent program. A recreation and park board was developed; all community facilities and resources were called upon to work together in solving a vexing problem; a servicemen's club program was organized; a youth council resulted in teen canteens and a voice for youth in wartime. Park and city beautification plans and the development of community center and playground programs soon followed, and community problems were dealt with through the organization of a community council, in which all local agencies had the opportunity to cooperate and to be heard.

About this time, Houston, Texas, a neighboring city to the north, had a vacancy for a superintendent of recreation. When approached about this position, Lynn became interested in the challenge of a program for a metropolis, a city faced with tremendous growth. Also, Houston was known for the quality of its recreation program and its vision. This seemed to offer a chance to stay put and to develop, through the years, the expansion of an already fine department. He was appointed but, before two years had passed, the city manager, learning of his municipal administration training at Syracuse, urged him to take the examination for the position as city budget director—a position entailing the preparation and administration of a large budget for a metropolitan city.

"No one was more surprised than I to learn that I was one of the top three in the exam, but when asked to take the position, I was floored!" It was a challenge, a new field, but Lynn turned down the offer at first. He was won over, however, when the full scope of the position was presented to him. "Surely, working with an $11,000,000 budget was something to lead to growth."

Finance work soon led to a teaching assignment at the University of Houston in public finance and finance management, as well as in economics. However, finance work was away from contact with people. So, when Lynn was asked to join the staff of the National Recreation Association, he gladly accepted and took over the district of Michigan, Ohio and West Virginia. Upon the retirement of George Braden, it was felt that he was just the man to take over duties in the western district.

He now makes his headquarters in the new Los Angeles office of the NRA. The office secretary, Miss Lulu Lydell, writes: "Mr. Rodney's genuine sympathy and understanding make it possible for recreation leaders to talk freely with him about their problems. He is 'Lynn' to everyone."

In his work as a district field representative for the Association, Lynn finds highly useful his experience as an administrator of local, municipal recreation departments. Many of the troublesome finance problems, which cities and communities bring to him in connection with the planning and developing of their recreation and park service, he finds easier to solve because of his work as a city budget director.

Like most recreation people, he loves the out-of-doors, hiking, camping, swimming, plant lore. Reading also is one of his favorite leisure-time pursuits. He and Mrs. Rodney and two children now make their home in Los Angeles.

SOFTBALL RULES for 1950

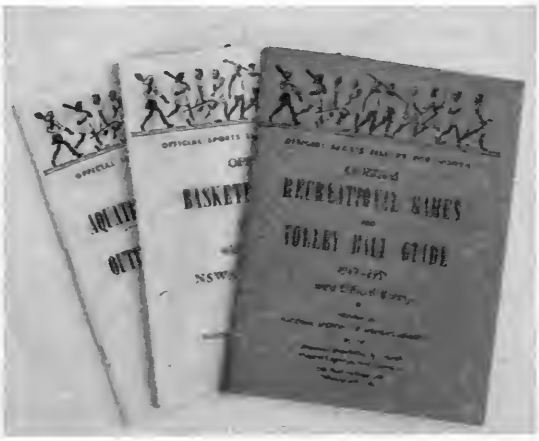
THE INTERNATIONAL Joint Rules Committee on Softball, at its September meeting in Little Rock, Arkansas, made several changes in the official softball rules for 1950.

The committee changed the men's pitching distance from forty-three to forty-six feet. The women's pitching distance of thirty-five feet remains the same. The main argument for the lengthening of the pitching distance was the many low-hit, no-score games in softball. It was felt that the change would increase the number of hits and runs scored.

The rule on stealing (Rule 30, Section 15) was also tightened so that, in 1950, a baserunner will be required to keep contact with his base while the pitcher has the ball in pitching position and both feet in contact with the rubber. In other words, during this interval, the ball will be dead.

Rule 24, Section 10 has been deleted, and Section 11 has been added to Rule 23, making the ball dead when a baserunner is called out for leaving his base too soon.

These are but a few of the new changes. The complete 1950 rules will soon be available in the *Official Softball Rules Book.*



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The **Official** Recreational Games—Volley Ball Guide 1949-51

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Crispin Oglebay

THE WHOLE RECREATION movement has suffered a loss in the death of Crispin Oglebay, who died in his home at Gates Mills, Ohio, on October twenty-third. He was an outstanding industrialist and philanthropist who, in addition to extensive business interests, followed a vision for enriching the lives of people through recreation. This was evident in many ways, but its expression was clearest in his devotion to the development of Oglebay Park and his services to the recreation movement. His primary interest was in people, rather than in places.

Mr. Oglebay was the nephew of Colonel Earl W. Oglebay, who left his estate to Wheeling, West Virginia, for a park. One of the principal interests of Crispin Oglebay's life was to make this property a great medium of recreational and cultural service to the people of the entire region. In this he was eminently successful. He not only gave generously to it each year—his gifts being estimated at over one-half million dollars during the last twenty years—but, more important, he also gave his own personal attention and leadership. He conferred with leaders, read reports, followed up suggestions, and visited other communities having similar facilities. He welcomed visits from experts, had studies made, and enlisted the interest of community leaders.

Mr. Oglebay was an honorary member of the National Recreation Association and, for a number of years up to the time of his death, served as the Association's sponsor in Cleveland, Ohio. He closely followed the work of the NRA and regularly visited the headquarters office to discuss Association problems and to keep in touch with developments throughout the country.

Crispin Oglebay not only contributed to the National Recreation Association, but gladly asked friends and industrial companies to do the same. He was enthusiastic in his tribute to the Association for its influence and help in the development of Oglebay Park.

No note about Crispin Oglebay is complete without mentioning his special feeling for beauty. He worked constantly to increase facilities that would give people opportunities to enjoy nature and sense beauty not only in gardens and woodlands, but also in music, drama, crafts and other creative arts.

We gladly record here recognition of his great contribution to local and national recreation, and the joy that he himself experienced in working for more recreation for more people throughout the land.

Magazines and Pamphlets

Charting Group Progress, Saul Bernstein. Association Press, 291 Broadway, New York. $.75.

Beach and Pool, September 1949
New Aquatic Sport Born in Y.M.C.A., Leo P. Majcher.
Design and Construction Features of a Modern Pool Project, Dunlap and Company.
Questions and Answers for Swimming Pool Operators.

Scholastic Coach, September 1949
Your Gymnasium Plant, Don Cash Seaton.
Complete Intra-Mural Program, Ray Smalling.

Journal of Health, Physical Education and Recreation, September 1949
Competition: NSWA Faces the Issue, Alice Shriver.

Park Maintenance, September 1949
Underfoot Areas, the Problems of their Neglect, William Beaudry.
Annual Buyers' Guide.

Child Study, Fall 1949
Looking at the Comics—1949.

Books Received

American Planning and Civic Annual, edited by Harlean James. American Planning and Civic Association, 901 Union Trust Building, Washington, D. C. $3.00.

Big Elephant, The, Kathryn and Bryon Jackson. Simon and Schuster, New York. $1.00.

Boating Is Fun, Ruth Brindze. Dodd, Mead and Company, New York. $2.50.

Boy's Book of Body Building, Stanley Pashko. Greenberg Publisher, New York. $2.50.

Campaigning for Members, Herman A. Sarachan. Association Press, New York. $3.00.

Craft of Ceramics, The, Geza de Vegh and Alber Mandi. D. Van Nostrand and Company, New York. $4.75.

Education for Safe Living — Second Edition, Stack, Seibrecht and Elkow. Prentice-Hall Publishers, New York. $5.00.

Football for the Beginner, George R. Staten. Educational Publishers. St. Louis, Missouri. $2.00.

Golden Books of Words, The, Jane Werner. Simon and Schuster, New York. $1.00.

Handbooks of European National Dances—Dances of Czechoslovakia, Mila Lubinova; **Dances of Sweden,** Erik Salven; **Dances of the Netherlands,** Elise van der Ven-ten Bensel; **Dances of Switzerland,** Louise Witzig. Chanticleer Press, New York. $1.25 each.

Horseman's Companion, The, Margaret Cabell Self. A. S. Barnes and Company, New York. $3.00.

How to Make Braided Rugs, Dorothy Altpeter. Harper and Brothers, New York. $1.50.

North American Fresh Water Sport Fish, Lou S. Caine. A. S. Barnes, New York. $5.00.

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New Publications

Covering the Leisure Time Field

Power Skiing Illustrated

By Tyler Micoleau. A. S. Barnes and Company, New York. $2.95.

ACCORDING TO THE author, preparation of this book was motivated by a belief that skiing fundamentally is very simple, and that people can learn quickly given the proper set of objectives. Says he, "When you drive an automobile and you come to a corner, you turn the wheel. It is as simple as that."

Beginning with equipment and the reasons for each element of its design, and continuing with first principles of walking, climbing and turning, he explains each step in the light of its relation and use to the art as a whole, proceeding through intermediate steps to the final analysis of motions that combine into powerful and advanced skiing. Having had experience as a commercial artist, Mr. Micoleau falls back on his brush and presents each point graphically, with a minimum of written explanation. Such visual aid and simplicity of presentation not only add to the attractiveness of the book, but are bound to be extremely helpful in understanding his analysis of techniques. It should make an excellent gift for the novice, expert, leader or instructor.

Social Group Work Practice

By Gertrude Wilson and Gladys Ryland. Houghton Mifflin Company, Boston, Massachusetts. $5.00.

THIS BOOK is designed mainly for the use of students in social group work, and is arranged in four parts—Social Group Work Method, Analysis of Program Media, Records of Social Group Work Practice, Supervisory and Administrative Processes. Its references to recreation emphasize its value in personal and social adjustment. The section on Analysis of Program Media should be of particular interest to all recreation workers as it effectively reviews the theories of play and includes stimulating analyses of the values of different types of activities in games, rhythmics, dance, music, dramatics, arts, crafts, the out-of-doors and trips.

Handbook of Homecraft

Prepared by Standards Committee, Girls Clubs of America, Inc., 115 State Street, Springfield, Massachusetts. Price not listed.

EVERY RECREATION LEADER who works with girls knows how difficult it is to find specific program material, particularly the "feminine" type stressing natural home interests, but making them fun instead of chores. The Standards Committee has done a good job in sifting actual, tested programs and developing an interesting recreation program that is fun, yet teaches definite skills in cooking, sewing, housekeeping, and the arts of etiquette and hospitality.

This book is very carefully outlined, with specific details for procedure, equipment and objectives, and arranged for both younger and older girls. It's divided into seven sections—the first, a general one on objectives and leadership and the second, on the general subject of homemaking through play. Other sections deal specifically with kitchen and dining room activities such as cooking, buying, table etiquette, being a good hostess, housekeeping, and activities for mother's aide, in-

cluding child care and home nursing.

The Standards Committee also did a fine job of preparing interesting program material. We wish it had been equally careful in preparing the extensive bibliographies given at the end of each section. We note that some of the references are now out of print, publishers' addresses have sometimes changed, some prices have changed and no zone numbers are given. We know from long experience that the preparation of bibliographies is an onerous job. A very careful checking, however, is well-worth the effort because the resulting accuracy gives greater value to the manual.

Child's Book of Magic

By Hassoldt Davis. Greenberg Publisher, New York. $1.00.

THIS IS A simply written, perfectly fascinating little book of magic for children. One out of every few pages carries an intriguing cellophane envelope containing the materials necessary for a particular piece of hokus-pokus. It will provide a delightful little piece of fun for any child, group of youngsters, or children's party. They will love trying these things themselves. Ideal for Christmas stockings!

Play Ideas

WITHIN THE RANGE of a modest pocketbook are four gay little books by Caroline Horowitz, which have just been published by the Hart Publishing Company, New York, selling for fifty cents each. These are overflowing with play ideas which are an answer to the old, familiar cry, "Mama, what shall I do now?" Also, they contain many a helpful suggestion for leaders of young children. Titles are: *Eighty Play Ideas*—for boys and girls from four to seven; *Play Alone Fun,* six to nine; *Forty Rainy-Day Games,* nine to fourteen; *Sixty Swell Playmates Games,* seven to thirteen.

Personal Adjustment in Old Age

By Ruth Shonle Cavan, Ernest W. Burgess, Robert J. Havighurst and Herbert Goldhamer. Science Research Associates, Chicago, Illinois. $2.95.

ALTHOUGH THIS BOOK is addressed primarily to research workers to stimulate studies in the field of old age adjustment, it includes material which should be familiar to all workers with older adults. It presents a background of old age—problems and adjustments—that is extremely useful in meeting the recreation and leisure-time needs of the aged, as well as the more commonly accepted needs for economic security and physical health.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946, of RECREATION, published monthly at New York, N. Y., for October 1, 1949.

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ss.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared ROSE J. SCHWARTZ, who having been duly sworn according to law, deposes and says that she is the Business Manager of the RECREATION, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semiweekly or triweekly newspaper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (section 537, Postal Laws and Regulations), printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

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Editor: None.

Managing Editor: Dorothy Donaldson, 315 Fourth Avenue, New York 10, N. Y.

Business Manager: Rose J. Schwartz, 315 Fourth Avenue, New York 10, N. Y.

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ROSE J. SCHWARTZ,

Sworn to and subscribed before me this 8th day of September, 1949.

MIRIAM S. C. DOCHTERMANN,
Notary Public, Nassau County.

Nassau County Clerk's No. 99. Certificate Filed in New York County. Clerk's No. 230. Register's No. 27-D-0. My Commission expires March 30, 1950.

Recreation Training Institutes

December, January and February

HELEN DAUNCEY Social Recreation	Hayneville, Alabama January 2-6	Miss Hulda Coleman, Superintendent of Schools, Lowndes County.
	Selma, Alabama January 9-13	Miss Dorothy Hixon, Home Demonstration Agent, Dallas County.
	Mobile, Alabama January 16-20	J. K. Clark, Superintendent of Schools, Mobile County.
	Fort Payne, Alabama January 23-27	Harold Hayes, Superintendent of Schools, DeKalb County.
	Huntsville, Alabama January 30-February 3	Dr. Harvey D. Nelson, Superintendent of City Schools, Huntsville County.
	Pacific Southwest February 13-March 24	Schedule being developed.
ANNE LIVINGSTON Social Recreation	Blacksburg, Virginia December 5-9	Miss Hallie L. Hughes, State Girls' 4-H Club Agent, Agricultural Extension Service.
	Tallahassee, Florida December 12 and 13	Miss Mary E. Keown, State Home Demonstration Agent, Agricultural Extension Service.
	Winston-Salem, North Carolina January 30-February 3	Loyd B. Hathaway, Superintendent of Recreation.
	Pacific Northwest February 27-May 22	Schedule being developed.
FRANK STAPLES Arts and Crafts	Wilkes-Barre, Pennsylvania January 23-February 3	Miss Ruth E. Swezey, Executive Director, Playground and Recreation Association of Wyoming Valley.
	Raleigh, North Carolina February 20-March 3	Ralph J. Andrews, Director, Parks and Recreation Department.

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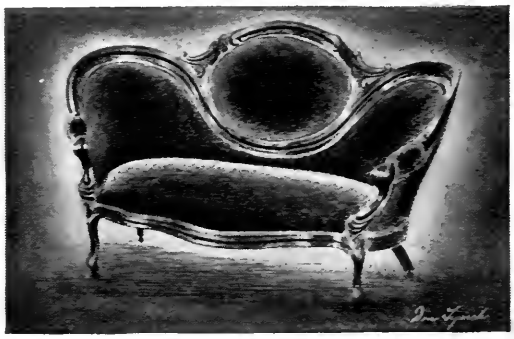

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Cover Picture

"The Masterpiece"

To a child, "play" is a serious business, for it is the business of living. Therefore, opportunities should be provided for an all-round kind of living. See *Suggestions for Play*, pages 486-487.

Photo courtesy of *New York Daily News*.

RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

JANUARY 1950

THE MAGAZINE OF THE RECREATION MOVEMENT

This Is Your World

Howard Braucher's editorials will continue through Volume Forty-three. This one never before has appeared in print.

OTHERS—CHURCH, SCHOOL, neighborhood recreation center—can only help you in making what you will of joy and strength in *your* world—that part of the great big world that is immediately about you.

What is there that you and others can wisely do for me as an individual in helping me build joy and strength in my individual recreation life; what can you and others do to help me and my family in my home recreation life; in the recreation side of my church life, then in my recreation growth from childhood throughout life in the school; and what can the recreation center do in addition to helping with the home, the church, the school, in addition to creating an atmosphere of good fun, a spirit of play that pervades all life but particularly the home, the school, the church? What, in addition, are the special tasks of the community recreation center?

Play space for the child to permit him really to be a child; play materials that the home cannot so well provide; opportunities for baseball, for ice skating, for roller skating, for basketball, for swimming; opportunities, times and places for singing, for acting in plays, for uniting with various general larger groups to do what is most desired—there is not time or space to list all that the community itself must provide under modern civilization conditions if children are fully to be children, men and women, full-sized human beings. We do not want nor can we afford half-children, half-men.

Yet we need to think carefully what each one of us *must do for himself* in his own play life, in his home life, what can and must be done for us by others and more particularly by the community recreation center.

Great as is the direct contribution of the park, the playground, the recreation center, even greater is the indirect contribution in inspiring us, in showing us how to do for ourselves in our own individual life, in the home, in the church, in the school, even in our work life. The recreation center and the recreation leaders help to keep eternally before us the ideal of fully and permanently satisfying living here and now; that we are not for most of the days of our lives to live one-quarter or one-half; that it is pretty largely our own fault if in our individual lives and in the community we do not fully live from day to day.

The truly great thing is building individuals and groups as self-starters, as creative leaders so that whatever happens around them they have inner strength for joyous worthwhile living.

The contribution of our parks, our playgrounds, our recreation systems, our park superintendents, our recreation superintendents, our recreation workers in keeping abundant living, comradeship ideals constantly before us all is a major service to the world.

HOWARD BRAUCHER.

A good New Year! Oh, let us all begin it with cheerful faces turning to the light!

—E. MATHESON

OPPORTUNITY

I took a piece of living clay,
And gently formed it day by day;
And molded it with power and art,
A young child's soft and yielding heart.

I came again when years were gone,
It was a man I looked upon;
He still the early impress wore,
And I could change him never more.

—ANONYMOUS

C. ALBERT ALTWEGG

TO AN AUNT IN EUROPE

Dear Aunt Margi-

You know how you always want to share the things you love with the people you love? Well, that's why I've wished for a long time that I could bring you over here to show you America.

I know you don't know America, the America I'm talking about. You can't know another country, the real heart of it, without visiting it. . . .

That's why I was wishing this evening that you were here, visiting in our house. Because I'd have liked to take you with me to the ball game over in the park. I could have showed you a lot that's important about America, the America that we love. I could have showed you the America that the G.I.'s you used to see in Switzerland, at the close of the war, were dreaming of when they got homesick.

I was sitting here reading a magazine—thinking about how I ought to be doing some work—when I heard a lot of shouting and noise from the direction of Johns Hill Park, which is a block north of us. I knew what it was—they were having a ball game.

Well, there's something about cheering and yelling like that that makes it hard to stay away and concentrate on the things you ought to be doing. So I told myself I'd have plenty of time to wander over and see some of the game and still come back and do my work; I wouldn't stay long, just long enough to see what was going on.

It was a swell evening to be out. It had been hot downtown today, but this evening it had cooled off. There was a nice breeze blowing, and the air felt just kind of soft to the touch. We do have some times when the climate here in Illinois can't be beat, and tonight was one of them.

I wish you could have walked over to the park with me . . . down the street with the beautiful big trees towering black in the night overhead . . . past pleasant homes, not big houses but homes, most of them owned by the people who live in them, set in yards that are well kept, most of them with gardens out in back . . . there were lights in a lot of the living rooms, and you could see right in, because no shades or draperies were drawn . . . and at a couple of houses you could see people sitting out on their front porches. . . . Well, anyway, I walked over to the park, and never did come home until the ball game was over.

They were right in the middle of it. . . . Two teams were playing softball . . . and it was soon obvious that one was behind in the game. There was quite a crowd there . . . men, women and kids of all ages.

Well, as I say, the Dairy Kings were behind, and so the crowd was cheering most for them. That seems to be an American habit at games; Americans just naturally seem to cheer for the underdog, especially if he puts up a fight and keeps trying, and the Dairy Kings were trying.

So every time the Dairy Kings would do something good, there would be a big cheer from the crowd. And the poor Laborers took a terrific razzing from the crowd; people yelled at them to try to upset them and get them rattled. It was all in good fun, with lots of joking and yelling remarks that the yellers thought were funny—and sometimes they were, too.

But the Laborers still played a good game, and the Dairy Kings never could catch them. When the game finally ended, about nine-thirty, the score was eighteen to ten, and the Laborers had won. But the crowd wasn't unhappy; they'd still had a lot of fun and seen a good ball game.

After the game I walked back home, and I just couldn't resist sitting down and writing you a letter to tell you how I wished you had been here. Because this is what we think of when we talk about America—not of the Marshall Plan and international conferences with the Russians, but of a softball game played by two teams of amateurs that work around town in the daytime and play at night for fun, and of a crowd of people who live nearby and come to cheer for the losing team, whoever's playing.

That's what I wish I could show you.

Albi

Reprinted from the *Decatur*, Illinois, *Herald*.

L·E·I·S·U·R·E

Excerpted from an address by Monsieur Jean Joussellin of France at the International Youth Conference, London.

AN EDUCATIONALIST once coined the phrase that the twentieth century would be the children's century. It would perhaps be just as true to say that it seems destined to be the Age of Leisure. So we should include in the same expression a whole range of ideas, of experiments and organizations, some favorable, others harmful to us all, but where youth has a predominant position.

To demonstrate this I shall begin by considering the institutions which have been set up in many countries during the last thirty years. To take my own country, it was in 1936 that, as the result of a great reform movement in the political and social spheres in which the great mass of Frenchmen had put much hope, a Ministry of Leisure was created. The institutions which it established still remain, and other agencies are charged with developing them, for the hope that it had raised for my compatriots could not be crushed. The Soviet Parks of Culture, the Nazi "Kraft durch Freude," and all the many efforts to encourage the manifold activities that a man can have outside his occupation, are other proofs of the growing interest of the authorities in the leisure of the individual.

This comparatively new governmental departure is only following the inspiration and guidance of the various voluntary associations and especially the youth organizations and youth movements, many of which were originally "spare time" organizations. They strove to keep the young person occupied outside his job; sometimes to correct the narrowness imposed by his economic and social functions; sometimes only to divert him.

The diversity of leisure forms and their conflicting uses, more especially their exploitation under Fascist regimes, has discredited the word for some of us, who prefer the phrase "people's culture," which demonstrates both its high human value and the awe and carefulness with which we should speak of it and use it.

But, before defining the true people's culture or leisure, in keeping with the dignity of the individual, we must first analyze the form and present function of the many types of leisure that we know. This study will disclose, at the same time, man's most intimate desires and his most imminent perils, as well as some of the influences which make and mar him. We shall see that very similar, perhaps identical, tools in different hands can free and ennoble him or crush and brutalize him.

Leisure Forms

What strikes us at first glance is the variety of leisure forms. There is no facet of the human personality but is reflected in several forms of leisure. For some, the enjoyment of leisure lies in the well-being of the body at ease, of abandonment to dreams or even to drowsiness; for others, it lies in the glory of combating exhaustion or in achievements requiring hardihood. Some will enjoy the comfort of an armchair, and others the hardships of the sea or the mountain ranges.

For some, leisure may be an opportunity for complex research which will enrich the mind and soul. They will read, ferret in libraries, attend lectures, theatres and concerts, learn new skills to increase their prospects and their capabilities; while their colleagues may seem to have but one concern—to escape in their leisure from anything which makes demands or requires answers. Some use the wireless, the cinema or reading as a stimu-

Condensed from *Work and Leisure*, report of the International Youth Conference in London, issued in 1949.

lant, others as a soporific. Some strive by their handcrafts, their insatiable curiosity, ever to increase their perceptivity; while others seek only to deaden it.

Equally contradictory statements can be made on the social aspects of leisure. This man is primarily anxious to secure solitude, while that one sees in leisure an opportunity for collective activity—either as opportunity for service and full-hearted intercourse or as the best means of losing his identity in the crowd. The great variety, and the contradictions of these leisure forms, lead us to ask how we can define them. Contrary to popular belief, we cannot do it by stating that leisure is relaxing or restful activity in contra-distinction to work.

If leisure sometimes brings rest, it also entails great strain and even frantic exertion. For how many is the only real weariness of the week met with on the Sunday outing, putting the garden in order or during a sleepless night devoted to some study? Similarly, how many forms of leisure occupation are no more than work from which some other person would be glad to be freed? Louis XVI of France went in for lock making and his wife, Marie Antoinette, played at being a shepherdess, while many of their subjects would have liked to escape these jobs.

Function of Leisure

Passing from leisure forms to an analysis of their function, we find equally startling contradictions. The mathematician or strategist who plays chess finds in it a kind of continuation of his normal work and an opportunity for practice; certain philosophers or theologians of my acquaintance find in reading detective stories an opportunity to bring their reasoning powers into play. But, on the other hand, how many there are who seek an escape from their normal state.

Leisure is anything which takes them away from their office or their work room. Leisure is like so many breaches in the wall formed by the economic necessities of daily life. Through them, some prolong their customary activity in other forms, if not in the same; while others try to fight the effects of their daily work. For these last, leisure is really an act of revolt, an unconscious condemnation of their normal state. For some, this rejection is expressed in a choice of hobbies which helps a man to find himself anew. But for others, despair — doubtless unacknowledged — no longer permits any choice; leisure then is only pursuit of forgetfulness and debasement. Some leisure forms indeed are truly nihilistic; not only does a man lack the will or the ability to choose—worse, he refuses to try.

For others, midway between these two groups, leisure appears as a kind of compensation to work. The sedentary worker and town dweller, surfeited with the monotony and settledness of their life, stride across country, undertake violent physical exercises, read travellers' tales or watch them on the screen. A worker, disappointed at being only a manual laborer, will throw himself upon any printed text and embrace every opportunity for discussion, while an intellectual will prefer to undertake tasks requiring great dexterity.

Starting from the Marxist analysis, we should find that leisure activities are the necessary and spontaneous reaction of the man who will allow no diminution of his stature and who, by this compensatory activity, liberates in himself potentialities which were either forgotten or near atrophy. No one will agree to being stunted or reduced to a mere thinking or producing machine; whenever he has the opportunity, he restores his balance by finding in life what his daily work denies him. Only if he is too badly hurt, or if his inner energies are exhausted or destroyed, will he abandon this search for harmonious life.

This description includes all the varied definitions of leisure, all its forms, from those which manifest themselves merely as rest after strain to those which call upon the creative powers. In every case, it is a question of defending the integrity of the human being. Only when it is injured in its innermost self does the mechanism, as though out of order, resort to activities which increase the disintegration of personality. . . .

Here we wish to stress two problems closely connected with those of leisure: its relation to work, and . . . the necessity for every authority to have a real leisure policy.

As far as work is concerned, we must agree that it is in proportion as man is dissatisfied with his occupation that he cannot live without leisure. Man's work, whether intellectual or manual, is expressed in every language by two words—the first originally meant a strenuous effort undertaken under duress; the second, work that one liked because it offered fulfillment—labor and work. . . .

We can therefore clearly perceive that man is both laborer and worker, but that leisure becomes more indispensable in proportion as labor exceeds work. . . .

Every authority must indeed insure its citizens the means of harmonious development. We must examine each case to see what has been intended for man's good. . . . taking man as a whole—mind, body and soul and social being as well. . . .

Rehearsal for "Bartered Bride" in theatre which has capacity audiences.

THE INTERNATION

LOCATED IN Trail Creek Valley, near Michigan City, Indiana, on the southern tip of Lake Michigan, are the world-renowned International Friendship Gardens. Covering one hundred and fifty acres, parts of the gardens are wooded, with other areas open to the summer suns, stretching along on either side of the Creek.

In these gardens live two brothers, Joe and Virgil Stauffer, who have been responsible for the development of a unique idea—and whose own daily toil have made it take form. Having left the commercial world because they were denied contact with nature and growing things, they evolved a fantastic plan which since has been realized and has provided them with an abiding satisfaction.

The brothers had traveled widely and visited many places of floral beauty, both private and public, in America, Europe and the Orient. As they looked about them, there grew in their minds, and in that of their younger brother Clarence, a magnificent dream. They hoped to build an array of gardens that would unite the whole world in a common understanding. They dreamed of finding an area rich in natural beauty, and of turning it into a series of many gardens, filled with rare flowers from far distant parts of the world. It would be a place where people from near and far might find enjoyment and beauty and forget the curse of war in a world tranquil in itself.

So powerful was their determination to carry out this idea that plans were made to devote all of their time to the effort of creating something permanent—something that would stand for centuries. Search for a perfect site was launched.

In 1933, the Century of Progress Exposition in Chicago presented an ideal opportunity to try out this idea in a small way, when the Stauffers were invited to participate. Six weeks before the exposition opened, they rushed material—soil, trees, rocks and plants—to a barren, sandy waste on Northerly Island. A mill house was erected, water wheel placed, sluiceway adjusted and, with the touch of a button, water came splashing over the turning wheel, in view of three million visiting people. Swans, water lilies and varieties of aquatic plants, along with trailing vines, hugged a landscaped area as though they had been there for many years. Flowers bloomed in great profusion; there were pools of crystal-clear water, and streams among the rocks. Fame of this quiet spot quickly spread among exposition visitors.

The 1934 fair found the garden lovelier than ever. It had a new significance, for the brothers had invited three hundred of the world's eminent and distinguished people to become a part of what was later to become the International Friendship Gardens. The favorite flowers of kings, presidents, queens, scientists, artists and others from a wide variety of countries were represented.

It was most interesting to note the spirit which prevailed among these people of many nationalities, as they responded to the call for friendship. Among the long list of those who cooperated were Franklin Delano Roosevelt, King Gustav V, Lloyd George, Lady Astor, Neville Chamberlain, Jan I. Paderewski, John Barton Payne, Queen Marie, Henry Ford, Queen Wilhelmina, Archbishop of Canterbury, Jane Addams, the heads of all South American governments except Argentina, and scores of others. His Excellency, M. A. Foranghi, prime minister of Persia, stated, "It seems to me that, in the worship of beauty and art, all nations

IENDSHIP GARDENS

of the world are unanimous." Many were the personal greetings and official statements which remain a part of the gardens' early history.

At the close of the exposition, the garden was uprooted and stored for its future home. While the long search for a site had taken the brothers far and wide, and some years, the ideal site at last was found within only fifty miles of their home. Here meadows were completely surrounded with wooded hillsides. The land abounded in native trees, teamed with vines that gave it a tropical appearance. Age-old oaks, elms, beach, pine, maples and tall sentinel tulip trees added a solemn majesty. Ravines, through which trickled streams, sun-warmed depressions, bogs filled with native wild flowers—all became part of the present gardens.

In 1936, leases were obtained for the property, and work was started. The Federal Government, in its initial participation, contributed the Alaskan building—the only building it actually owned at the Chicago Exposition. This became the administration building, as well as the residence of the two older brothers, as they supervised the many details of the development.

The wooded ravines and hillsides were allowed to stand untouched, with no attempt to improve nature's handiwork. The sheltered depressions and meadows were gradually transformed into both formal and natural gardens—with broad expanses of landscapes uniting them. One of the two landscapes has become the huge amphitheatre of the Gardens of the Nations. These garden sites are available for the purpose of building gardens representative of foreign nations, without cost, for a period of ninety-nine years. Upon the completion of such gardens, proper ceremonies are held with representative dignitaries of the various countries officiating.

In this amphitheatre of national gardens there exists a serenity. Here are Norway, Turkey, Germany, Sweden, England—with the atmosphere of the true English garden, Scotland—with its characteristic Cradle Fence, and Greece—with an all-evergreen garden symbolic of Grecian mythology. France, too, with its maze of formal blooms, is on this broad, green path and, fittingly, French climbing-roses cover the cathedral niche for statuary.

Australia, Holland, Canada and Poland are represented as the path leads to the council chamber, built out-of-doors, where the nations may take council together. The chamber is like a great cathedral, with a mirror-pool placed in the entrance hall, guarded on either side with well-kept spruce hedges. Cedars are a lacy backdrop for a grassy stage, constructed to accommodate a full orchestra. Known to the visiting public as the Symphony Garden Theatre, it is entirely of landscape art, with no hard walls or masonry. Convention groups use it for meetings, as do garden clubs—or they may choose a more informal meeting place, the Elm Terrace.

Occasionally, during the second world war, a visitor would object to having a German garden, but became satisfied when once he understood that these gardens do not represent the warring people, but rather the friendly people of all nations. The Italian garden was the first to be completed, and is now twelve years old. With its mirror-pool, replicas of columns of the Roman Forum, statuary, and phlox and roses planted in formal design, it reflects native art. The Chinese garden is filled

with a characteristic moon-bridge, pools, waterfalls and plantings proudly reflecting the good wishes of an ancient people. Lin Sen, the late president, and General Chiang Kai-shek, with others, were responsible for their part in this "one world."

The major rose planting is in the Persian rose garden with its blooms numbering from thirty-five to forty thousand, permeating the air with a fragrance that attracts the many visitors at eventide, when the gardens are the most enjoyable. Then everything is fresh, for flowers, too, are glad in the cool evening air of summer time. There are roses in every garden, for they are the chosen flower of all. A poll among all countries has shown that thirty-five percent—the largest group—love the rose.

Garden lovers enjoy the long paths of velvet green strewn with falling petals. They encounter rustic bridges spanning streams deep below. The peal of historic bells are heard along the way. With belfries and sexton's rope hung low, ringing becomes every child's delight. Hanging in a Normandy bell tower is a bell that is said to have once hung in Barbara Fritchie's town, Frederick, Maryland. Reminiscent of Civil War days, it now has been dedicated to peace and friendship.

It is the boast of those who visit the gardens that they are one of the loveliest floral enterprises in the world. Starting with early spring, dazzling displays of tulips—some left of the 200,000 which were a gift from Holland a few years ago, and another gift of 25,000 from the Associated Bulb Growers of Holland——are a pageant of incomparable color. On May seventh, the date for the annual opening, the gates admit thousands who come to enjoy the beauty of the "Tulips on Parade"—a tradition of the gardens. The tulips are not only exceptional in color and variety, but are presented in a scientific display, which contributes to public information and offers opportunity for the observation essential to proper tulip culture.

The Garden of Gardens, once offered as the site for the United Nations, is now an ever-changing profusion of floral displays and designs. Flowering bulbs and perennials are rapidly supplemented with thousands of annuals to keep the floral exhibition in all its splendor.

Music plays an important part in the gardens in "Music Under the Stars" concerts, featuring stars of the concert and operatic fields. In the Theatre of Nations, with the sky as its proscenium, five thousand spectators may enjoy opera, pageantry, symphonies, the International Music Festival and events of international and religious nature. The amphitheatre, studded with great, tall oaks, elms and pines, interspersed with flowering dogwood, has seen many capacity audiences.

The formal site of many international performances.

No provision has been made for the audience in case of unexpected darkening of the skies, and the more than gentle falling of rain. Even though umbrellas are the customary adjunct of attendants, only twice out of fifty major performances was it necessary to postpone the performance until the following evening. In one case it was the very elaborate production of "The Bartered Bride," when Novotna, Bartlett, Marlow and others from the Metropolitan Opera were appearing. The postponement almost doubled the cost of the performance, a thing the committee in charge tries to prevent. The other was the International Music Festival to which contestants come five and six hundred strong. Last minute arrangements to accommodate that number of people is, indeed, a problem. The major purpose of the International Friendship Gardens Music Festivals, Incorporated, a non-profit corporation, is to assist young and worthy talent to successful positions.

Plans for the future include a Pageant of Light, with myriads of color effects which will be accented with lighting of a great variety of densities and color, and supplemented with musical effects which will make this a fairyland at night.

This enterprise has required lavish contributions by its creators from the beginning. Now well established, it will be perpetuated as a foundation under the guidance of a board of governors, trustees and directors. Even though progress is continual in this endeavor, to the visitors of today, the International Friendship Gardens already provide a paradise of flowers created in the interest of all people.

N. V. ESWAR of Madras, India

Dance in the NEW India

THE DANCE IS considered a divine art in India. It is, therefore, symbolic and expressive of the spiritual, rather than of grace and beauty. It is believed that Bharat, who was the first ruler of the Indian subcontinent, is the author who originally outlined its dancing technique. For the most part of the last few centuries, this art remained confined to a particular sect of temple worshippers, where, in course of time, it became so routine and mechanical that the technique of the art was practically lost.

Memory of the vast heritage could not, however, be so easily obliterated for the reason that the various techniques employed were left carved on rocks in caves, on stone walls, and pillars of the temples, notably in the south. Accelerated by the renaissance movement that spread over the entire Indian landscape with the advent of Ghandi, everything native that lay submerged was unearthed. And in this unearthing, the art of the dance, almost lost to India, was rediscovered.

There was a simultaneous and spontaneous revival of dancing all over India. The dance form today is literally coursing along five different channels—Kathak, Manipuri, Marwari, Bharata Natyam and Kathakali. As in every other facet of the Indian renaissance, the great poet Rabindranath Tagore and his Shantiniketan Institution also had a share in reviving dancing as an art, and finding for it its rightful niche in Indian life. Almost simultaneously, the famous dancer Uday Shankar was searching every nook and corner of India for help in perfecting Indian dancing.

The North Indian techniques appeared more physical and sensual; the Indian spiritual touch was missing in them. Shankar found something spiritual in Bharata Natyam, but only when he came to Malabar did he see the perfect Indian touch in Kathakali—the dance-drama which was then lingering between life and death. Retaining everything vital in it, he took off all the local trappings from Kathakali and presented it to India and the world in the most desirable modern garb.

Uday Shankar's success made Indians sit up and visualize dancing as part of life. He showed them what a vast heritage had remained submerged in India through preceding centuries, and enthusiasm was fired. Numerous dancing schools sprang up all over the country. Dancing has now come to be regarded as one of an Indian girl's essential accomplishments.

Shantiniketan in Bengal, Kerala Kalamandalam run by the poet Vallathol in Malabar, Kalakshetra run by Rukmini Devi at Adyar, keep the dance art in India not only alive, but flourishing. Such famous Indian stars as Menaka, Ramgopal and Natraj Vashi have been thrown into the firmament. And more are on their way.

The majority of dance themes is drawn from legends and lores familiar to everyone in India. The technique consists of conveying the latent idea through signs of the fingers, movements of the limbs, eyes and muscles, and by facial expressions. Shankar demonstrated that, apart from being mere entertainment, the dance has an everyday significance in life. He devised his own ballets in which problems confronting national life were interpreted. His ballets on labor and machinery and the communal question, which agitated political India all these years, were without parallel.

The trail has been picked up by others in line. Today Indian dancers have almost discarded the legendary moorings. Dancing has now come to be used to reflect and interpret life as it could and should be. The departure in presentation is very well received and is proving a tremendous success. It proves that the dancer is a cultural ambassador interpreting the beauties and purpose that flow through life. It is this realization that prompted sending Ramgopal and his troupe overseas under the auspices of the UNESCO, as cultural ambassadors of India.

In Bombay, Hima Kesarkodi and her troupe of dancers are interpreting the New India that came to life on August 15, 1947. The interest in this form of dance is so great that it looks as though a dancehall would become a permanent feature—at least in Bombay, Calcutta and Madras—where dance recitals are almost seasonal.

An Experiment in Democracy

CHARLES J. CHAPMAN

The Sanitation Department lines up for inspection and assignment before and after recreation activities.

THE BOYS BROTHERHOOD REPUBLIC is the smallest republic in the world. It is the only republic where the Mayor sweeps his own office, the councilmen dust their own desks, and the publisher peddles his own papers.

It is a republic of boys, ages eight through eighteen, on the lower East Side of New York City, in the brick and mortar canyons of the vast American democracy. It is a democracy within a democracy, an experiment within an experiment. It will continue always to be an experiment, for no dynamic democracy can consider itself as the paragon of perfection.

Like the union of the "thirteen colonies," the Boys Brotherhood Republic had its beginning in an inspiration. Unlike the birth of other nations, however, it was born without the power to tax. It was born in the midst of the poverty stricken and the destitute. But it was born where the yearning for freedom was strong in the hearts of men and women, where the Christian principles of neighborly love and compassion for the underprivileged were embraced as necessities of life, like air and food.

The Boys Brotherhood Republic credits Harry Slonaker for its existence. In 1932 he came to the slums of New York from the Chicago slums, where he had been a product of a similar experiment with boys, and saw that the only difference between the two was one of size. The boys were the same—tough, poor and ready to fight at the word "go". But, in their hearts burned tiny flames of friendship and generosity, waiting for someone to fan them into blazing fires.

One day Slonaker took a walk down East Third Street. It was a pleasant spring day, and he walked slowly, casually towards the East River. When he reached the corner of Avenue D, he came upon a group of eight boys shooting dice in the street. They were part of the same group he had seen being chased by a policeman the preceding day. Slonaker realized that such activities often constitute the first step on the rungs of a twisted ladder leading to crime.

Knowing, too, that their energies could be directed into other recreation channels, he approached the boys, gained their confidence and talked with them about the idea of getting a vacant store in the neighborhood for a club, a recreation-athletic club.

Just mention the word athletics to a lower East Side boy, and he's ready to put on a pair of boxing gloves or snatch a basketball and go wild with

joy. The idea took hold almost immediately. The boys gathered around Harry, shook hands eagerly and called him "club leader". But he wanted to be more than a club leader, and he wanted them to do more than just play games in a gymnasium or on a playground. He wanted them to gain the same kind of love for democracy which he had gained in his Chicago boys club, and he knew that recreation would interest youth in democracy.

After the vacant store had been rented and the club started, Slonaker suggested the idea of self-government. He explained the meaning of democracy and told them that even boys could govern themselves, could learn to cherish and protect their own democracy in the United States if they wanted to do so badly enough. They did. And they adopted the name of the Boys Brotherhood Republic because they were a government of boys who believed that boys everywhere are brothers. They

Board of Elections checks voters for registration, hands ballot to citizen who casts vote behind booth.

chose the slogan "Whenever boys are in trouble, we too are in trouble."

Later, Slonaker was able to interest prominent people in his experiment with boys. They scraped contributions together and bought a vacant tenement over which a mortgage for $7,000 still hangs threateningly. The tenement became the "city hall," and the territory of the sovereign government of the Boys Brotherhood Republic, 290 East Third Street, New York, U.S.A.

There also were other boys clubs in that neighborhood providing recreation and athletic facilities. They did, and are still doing, commendable jobs in holding down the incidence of juvenile delinquency, but they often lacked one essential element—that of making the boys aware of their obligations for maintaining democracy.

The young citizens of the Boys Brotherhood Republic wasted no time in getting their government started. People in the neighborhood scoffed at them and ridiculed their efforts. It made the path pursued by Harry Slonaker stormy and difficult. However, the boys, now fortified by a registered citizenship of over fifty, called for an immediate election of permanent officers to establish a government and to write a constitution. After the elections were over, the boys who were elected organized a government patterned on the mechanical administration of an average American municipality and based on the constitutional tenets of the United States.

The boy who received the highest number of votes was elected mayor; ten councilmen were elected along with a business manager, treasurer, city clerk, judge, and district attorney. Meetings were held immediately, and all government officers had to attend. Rules for conducting meetings followed closely the system of parliamentary procedure. These boys were being given a taste of government of, by and for the people. There was no longer anything vague and mysterious about government; it became alive and real, and they could tame it and handle it like a cowboy roping a steer.

When the first term of office had ended, new elections were held. Scoffing neighbors became smiling friends. Campaigning for the new elections was enthusiastic, and the eagerness of happy boys swept through the neighborhood.

The experiment had proved itself. Mothers urged their sons to "join up with the BBR." Fathers gave spending money, conditional upon their sons becoming citizens of the new republic. The Boys Brotherhood Republic was on its way.

Through the years "supervisors" for the boys, like Harry Slonaker, came and went. Each contributed his share of knowledge, of adult leadership to the republic. The boys and their organization came to be well-known among boys in other neighborhoods. The athletic teams of the Boys Brotherhood Republic ran away with the field in almost every competitive event. It had its own bank and, whenever other boys got into trouble,

there was always a committee of citizens from the republic around to see what they could do to help.

On several occasions juvenile courts released delinquents into the custody of the citizens of the Boys Brotherhood Republic. There are any number of causes for juvenile delinquency; but there are only a few cures for it. When delinquents were sent to become citizens of the republic, not a single one failed to become a successful, decent citizen of his community. The BBR gave delinquents three things they needed most: friendship, respect and responsibility.

Today, the republic, as any democracy which expands and progresses, is functioning under new principles. These principles are based on past errors, elements overlooked by former boys' governments and pointed out by Arne E. Larson, executive director of the republic since 1945. Mr. Larson, a former officer in the Navy's Welfare and Recreation Division, came to the republic after World War II. With almost thirty years of boys' work experience behind him, he was able to point out two basic errors in the administration of the boys republic.

Because of one basic error, during the war, the organization had deteriorated to a considerable extent. A group of selfish boys had corrupted the republic's honest efforts. When Mr. Larson took over, he said: "Government can be good and government can be bad."

He told them, "You had good government for fourteen years because you had good boys under good adult leadership. When your leadership left to join the armed forces, the bad boys came in and took over. We know there is no such thing as a 'bad boy.' But just as you couldn't consider putting boys on a basketball field without a coach, you can't expect boys to develop properly without coaches to help show them how."

He told the boys and the alumni of the republic that what they needed now was trained men, leaders experienced in working with boys. And, Mr. Larson, not without some opposition to his new principle of leadership guidance for self-government, set about hiring a staff of young men, veterans of the last war, trained in education and boys' work.

He also pointed out that the second serious error of the past had existed in one of the constitutional clauses since 1932, when boys under fourteen years of age were excluded from citizenship in the republic.

"As a result," Mr. Larson declared, "when older boys who were trained in the traditions of the republic's democracy had grown up and left, there were no younger citizens around to inherit the rich treasure of these traditions."

It was important for the republic to take in younger citizens. "Let's register citizens at the age of eight," he suggested. "Let them learn from the very beginning of their school year what it means to govern themselves, to learn what you have learned about democracy."

His criticisms were recognized as sound and constructive. The new principles were adopted, and the boys established two governments—an Evening Government for boys from ages fourteen through eighteen, and an Afternoon Government for boys from ages eight through thirteen. Officers of the Afternoon Government have the same titles as those of the Evening Government, except that a "Junior" is prefixed. Now, as older boys grow up and leave the republic, there will be younger ones to fill their places. The younger ones are prepared for responsibility, are thoroughly familiar with meetings, procedures and "legal" terminology. An eight-year-old boy knows the meaning of quorum and "Mr. Mayor, I make a motion."

Recreation activities of the republic are carried on just as extensively as in any other boys club. Rules are established by citizen committees who take charge of particular facilities, such as game rooms and libraries, under an adult "staff advisor". The staff advisor is looked to for suggestions, experienced advice and coaching. Violations of the republic's laws are handled by a police department, and violators are brought to trial before a jury of their fellow citizens. Even a penal code exists so that "too lenient" or "too harsh" judges are constrained from circumscribing the obligations of their office.

"The foundation of self-government," Mr. Larson adds emphatically, "is built upon a well-balanced program of recreation activities at the Boys Brotherhood Republic, from basketball to track, from group games to picnics, from a gymnasium and library to a game room, newspaper office, and a wide range of arts and crafts. Emphasis is placed upon boy-citizen participation in one or more phases of our republic's activities."

One of Mr. Larson's secret dreams is to start a "toddle town," a republic of pre-school age boys to complete the cycle of self-government—from cradle to the Afternoon Government; from the Afternoon Government to the Evening Government; from the Evening Government into the Government of the United States.

The Boys Brotherhood Republic has proved, with its "continuing experiment," that there is a place for democracy in recreation.

HARRIET P. CLINTON

Post High School Youth

Wisconsin is the second state to hold a conference preliminary to the 1950 White House Midcentury Conference on Youth. (See *Recreation*, December, 1949.) Minnesota was the first.

POST HIGH SCHOOL youth in most Wisconsin communities is a forgotten age group, it was found by the panel dealing with recreation and group work services at the Governor's Conference on Children and Youth in Madison, Wisconsin, last spring.

Of the approximately 1,500 leaders, lay and professional, who came to the conference from all corners of the state, 175 participated in this panel. A selected group of resource persons had worked under the chairmanship of Professor Marvin Rife, coordinator of recreation curriculum of the University of Wisconsin, for several weeks in advance of the conference, sorting out recreation problems of greatest importance and setting up an agenda for the two-day panel. Declaring that the post high school period is too important from the point of view of personal, social and vocational adjustment to be neglected, the findings of the group pointed out that a large majority of youth do not go to college and must find satisfying and challenging leisure-time experiences in the adult community of which they are to become a part.

Here are the complete findings on the situation:
a) All communities need to be more concerned about adequate facilities and services for this age group. It should not be left to the tavern, movie house, public dance hall and other commercial enterprises to provide healthy and inexpensive recreation for youth of this age.

b) The schools need to teach activities which will have carry-over values beyond high school. In addition, the school may need to give attention to informal education and recreation services for young men and women from eighteen to twenty-five years of age.

c) Youth needs to become a real part of the adult community. Emphasis should not be so much upon their adolescence as upon their striving for adult maturity. Barriers to this development should be broken down, and instruments such as post high school youth councils should be encouraged.

Recreation activities fitted to the developmental level and interests of youth by age range formed the framework for pre-conference panel subcommittee study. Upon the premise that the stresses and strains of modern living, in both urban and rural areas, make the wise use of leisure time an important factor in personal and social adjustment, these subcommittees divided their problem of the betterment of children's and youth's recreation services as follows: pre-school child; early school child—six to twelve years; teen-age youth; post high school youth.

Pre-school Child

Recreation for the pre-school child should be centered mainly in the home and family. However, the need for group experience extends beyond the home, calling for neighborhood play programs. Parents need help in being able to lead their children in these play experiences. Resources in the community—such as the church, school, library, public recreation department and voluntary agencies—should be utilized to aid parents in developing skills in play leadership.

Mothers, especially, should plan on a neighborhood or block basis to cooperate in sharing leadership responsibilities for these tiny children. Neighborhood play lots, which are appropriate for this age group and easily accessible, should be provided by every community.

Miss Harriet Clinton is assistant secretary of the Wisconsin Governor's Conference on Children and Youth.

Early School Child

Among the findings on the recreation needs of the early school child was that the school has a great responsibility in providing experiences in its curriculum which will give children the fundamental skills upon which to build satisfying lifelong recreation habits. The parent-teacher association can aid greatly, through its programs, in educating parents on the values of sharing leisure-time interests with their children.

The practice of developing midget teams and other highly competitive types of activities, which run counter to the broad values in recreation, should be discouraged. Physical education teachers, as well as others, should be free to develop fundamental play skills and broad creative and cooperative types of activities which contribute more fundamentally to child development.

It was also found that the value of camping—including family camping—at this age level, as an extension of classroom education, needs to be explored and demonstrated in Wisconsin communities.

Teen-age Youth

Six young people from different parts of Wisconsin made up a panel-within-a-panel and discussed what teen-agers, themselves, think about leisure-time services. They concluded that:

a) Too often young people look upon the home as merely a place to eat and sleep. There is a need to relate recreation programs to the home and family.

b) Youth centers are valuable innovations in most communities, provided that they give every youth a sense of belonging and a real responsibility in planning programs.

c) Democratic leadership is essential to the success of all teen-age programs. This means youths and adults working together on a cooperative basis.

d) Such democratic leadership doesn't just happen. There is need for training programs for stimulating interest and developing skills and techniques among volunteer leaders, through professional guidance.

e) Youth councils are essential as coordinating bodies for youth activities in every community.

f) The gap between urban and rural youth needs to be bridged. Enabling legislation in Wisconsin now makes it possible to have county recreation directors who can assist in closing this gap.

The final recommendations of the recreation and group work panel were:

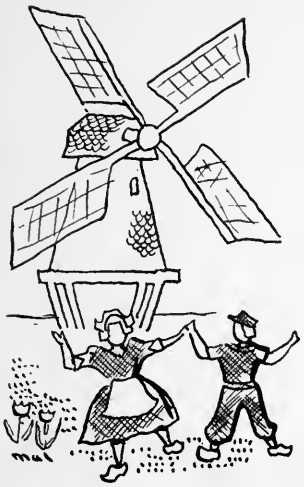
1. That the state establish a recreation consultant service within the University of Wisconsin. (This resolution was recommended to the Governor's Conference by the Wisconsin Recreation Council and carefully studied by a pre-conference subcommittee before it was adopted.)
2. That increased emphasis be placed upon family and home-centered recreation at all age levels.
3. That the public schools of Wisconsin give more opportunity to physical education personnel to teach fundamental play skills and broad creative recreation activities, rather than to continue to emphasize highly competitive team sports for the few.
4. That, in Wisconsin, "the playground of the Middle West," we need a great deal more emphasis upon the extension of camping activities in all phases. This includes day camping, family camping, school camping, summer camps under private and voluntary agency auspices, and municipal camping. Camping as a fundamental human experience has much to contribute to the recreational and educational life of the community.

Recommendations

The following recommendations were suggested by the State Recreation Committee of the Community Services Section of the Ohio Commission on Children and Youth in preparation for the 1950 White House Conference.

1. More adequate leadership with higher salary standards and higher qualifications for recreation executives.
2. More land, buildings and other facilities; areas should reach the minimum standard of an acre of land for every 100 inhabitants.
3. More extensive use of public buildings.
4. Greater financial stability and support.
5. More funds with which to secure more facilities and to extend the field of operation.
6. More legal encouragement of municipal public recreation activities.
7. Better understanding among school and public officials and also among the public at large as to the importance of and need of public recreation.
8. Better cooperation between public recreation workers and workers in allied fields.
9. Extension of trained recreation leadership in rural communities.
10. Development of recreation programs in institutions for defectives, dependents, and delinquents.
11. Extension of the program more freely among the foreign-born and colored populations with full utilization of the contributions of these groups.
12. More research into the facilities, program, content, and administration of public recreation, and the relationships of agencies administering public recreation.

M. BOON



Playgrounds in HOLLAND

PARENTS in Amsterdam, Holland, have united to provide much needed recreation for their children, giving up their spare time to provide for the leisure-time education of their own and their neighbor's youngsters. In most of the city's playgrounds, you will find Protestant, Jewish and Catholic parents working together, with no difficulties marring their cooperative spirit.

It was in the year 1900 that U. J. Klaren, a common workman, founded the first playground in Amsterdam, a city of 800,000 inhabitants, capital of the Netherlands. He saw that the narrow, dirty back streets, with ever-increasing traffic, and the small, unhygienic dwellings provided no fit space for children to play. In spite of much opposition, he succeeded in securing a fenced-in plot from the town council, and set it up with playground apparatus.

Although it was very primitive at first, the children had the opportunity to play there. This pioneer work led to the development of more recreation facilities, not only in Amsterdam, but also in many other Dutch towns and communities. In Amsterdam, the one playground has grown to thirty-four, and plans exist to increase this number with the addition of twenty-five new recreation areas.

All the city playgrounds have been equipped with similar apparatus. Chutes, jungle-gyms, swings, roundabouts and see-saws are found everywhere and, in recent years, special stress has been laid on providing equipment for common use. There are large sandboxes for the infants, and ample space for free and organized games.

Each playground is managed by a union, which is sort of a district club, under certain rules laid down by the town council. Only children of club members are allowed on the play area, but the subscription rate is very low—five cents a week—so that every family can become a member. In this way, we have obtained the parents' cooperation for a common cause—to provide a safe playground near home. However, if they don't wish to assist in management, they do not have to do so.

Playgrounds, kept open the whole year round, are for boys and girls up to fourteen years of age. In winter, the children are kept busy with handcrafts, music, singing, musical plays, theatrical plays, folk dances and physical training in the clubhouses located on the area. For organized games, as well as for the other activities, courses are given for the parents. In this way we can be sure that the activities are conducted by technically and educationally responsible leaders. Very often exhibitions, plays and parties—such as the traditional St. Nicholas party on December sixth—are held in the clubhouses.

The town council grants a subsidy for the work done on the playgrounds, saving a great deal of money because the children who are enjoying the playground activities are too busy to take part in vandalism. Amsterdam has set a pattern in its playgrounds which is followed by many of the sixty-one communities in the country which have a total of 249 recreation areas.

M. Boon is the director of playgrounds in Amsterdam.

This story gives a glimpse of the musical education of Australian school children on an ancient instrument which is becoming more and more popular in our own country. The ancient and modern combine in giving special pleasure to children.

Ancient "Recorder" Band

• From Ringwood, fifteen miles from Melbourne, in verdant, gently-rolling hills topped by the tall, gnarled gums and bushy golden wattle of the Australian countryside, and splashed with neat, cultivated patches of the apple orchards, comes a reminder of the pre-Elizabethan days of old England. Here, stealing across the shallow valleys, can be heard the pale, silvery, high-toned notes of a recorder band.

This recorder band forms an unusual feature of Australian school life at the Ringwood State School. Thirty-eight boys and girls, from a total attendance of 350, comprise the band. The youngest is seven years old; the eldest, thirteen. The tiny tots are just longing to grow up so that they can learn to play in the band like their big brothers and sisters.

The children spend hours playing lively Elizabethan dances and airs, haunting Irish melodies, and the classical simplicity of lullabies and sonatas of Schubert, Bach and Brahms. Usually they practice out-of-doors in the school garden.

Linked with teaching the playing and care of the recorders is the study of the literature produced during the period when the music itself was written several hundred years ago.

The name "recorder" comes from the obsolete English verb, "to record," which means "to warble." It was known from prehistoric days, when it was probably used for luring birds to traps by imitating their song. First evidence of the recorder is in a French miniature of the eleventh century. The recorder appears to have become first popular in England in the sixteenth century.

In "Hamlet," Shakespeare not only mentions the instrument, but brings it onto the stage in full view of the audience and makes his characters talk about it, its music, construction and method of playing During the performance of his plays, recorders were used to provide some of the incidental music, particularly when the scene was of a quiet, religious or mournful type.

The diarist, Samuel Pepys, who became clerk of the king's ships in 1660, mentions that he heard some recorders at the theatre, and was so pleased with their sweetness that he decided to learn to play one himself. Hence this entry in his diary:

> "April 8, 1668. To Drumbleby's, and did there talk a great deal about pipes, and did buy a recorder which I intend to learn to play on, the sound of it being of all sounds in the world, most pleasing to me."

n Australian Setting

BETTY GILL

George Frederick Handel, born in 1685, was one of the many famous composers who wrote music for the recorder. His sonatas for the treble recorder are often performed nowadays, but the recorder is no longer used in his oratorios, as he intended it to be.

The period of popularity of the recorders dates roughly from 1500 to 1700. By the time Handel died, in 1759, interest in them was declining, and a hundred years later they were almost forgotten. The chief reason for their disappearance lies in the growth of the orchestra. The playing together of different types of instruments was almost unknown in Henry VIII's time. It was found that the fuller and larger tones of the modern flute combined better with other instruments than the quieter tones of the recorder.

For more than a century recorders were unknown, and people forgot the art of making them. Now they have been rediscovered.

The recorders that the children use are a modern version of the old-type wooden ones. They are made from a bakelite substitute with full chromatic range of two octaves. Each child owns the instrument he plays.

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Backyard a

If your city has a tot lot located every eight or nine blocks, and if the number of polio cases during the summer is never sufficient to cause you concern, don't bother to read further. However, if play areas for tots are a problem in your city as in Peoria, Illinois, or if your city experiences a polio epidemic as did Springfield, Illinois, last summer, a backyard and neighborhood contest may prove to be a boon.

Such a contest was announced in Peoria last spring because we have so little space that can be restricted to the use of small children. During the time we were making preparations for our contest, Francis Shuster, superintendent of recreation in Springfield, telephoned us to ask whether we had any plans to put into effect in case of a polio epidemic during the summer. We suggested the usual radio programs, and added that we were planning a backyard and neighborhood playground contest which would afford play opportunities for children near home, where contact with a large number of children could be avoided.

As it happened, when the director of public health in Springfield quarantined all children up to sixteen years of age, the backyard and neighborhood playground contest in this city of 90,000, which started as a result of that telephone conversation, filled the void. Four hundred and six entries poured into the recreation office and kept a field team, under Robert Wagner, a live-wire elementary school principal, busy distributing information and advice right up until the close of the contest on August twenty-sixth.

In planning this type of contest a number of problems should be recognized at the outset:

1. Parents must be made to understand the need for play space at home, and their apathy must be overcome. Once started, most parents become wholeheartedly interested. One father in Peoria decided to clean up a long unused pigeon coop for the children to use as a play house, and ended up by lining the building with knotty pine and furnishing it with some deluxe children's furniture.

2. Newspaper and radio publicity alone, no matter how much of it you are able to obtain, will only move a few parents to build playgrounds in their backyards.

3. Most parents have but a few ideas regarding equipment and apparatus to place in their yards, but need additional ideas and plans showing exact specifications of materials. With a plan in front of him, it becomes much more difficult for Dad to put off building that sandbox for Junior.

Mr. Buerke is superintendent of recreation in Peoria.

The following outline of the various steps in conducting our contest in Peoria may be of assistance to you if you decide that your city should have a backyard and neighborhood playground contest:

1. The Greater Peoria Civic Association agreed to sponsor the contest, to furnish $200 in prize money and to pay the cost of printing 4,000 backyard and neighborhood playground contest booklets. In your city the sponsoring group might be the Association of Commerce or the Junior Chamber of Commerce.

2. We prepared a booklet of eight pages, size eight and one-half by eleven, with an attractive cover. It contained information divided into the following sections:

a. Why build a backyard or neighborhood playground?

b. How to build a backyard or neighborhood playground (general suggestions).

c. Suggested play equipment for the pre-school child.

d. Suggested play equipment for younger elementary school children.

e. Suggested play equipment for teen-agers and adults.

f. Suggestions for beautifications.

g. Contest rules, with notifications in dark print on how to enter the contest.

h. Three pages of plans for building various equipment and courts, with specifications of materials needed.

If we were again preparing a booklet, we would include exactly the same information, improving upon the plans shown and including about five or six pages of plans instead of three. (The Peoria Playground and Recreation Board, 303 Commercial Bank Building, Peoria, Illinois, has about one hundred copies of the booklet left and would be glad to send copies to recreation departments requesting them.)

3. A public relations committee was formed and was given a bulletin written by the superintendent of recreation, covering all information in regard to the contest. Several training session meetings were held during which various questions were answered. A team of six members arranged to give a fifteen-minute talk before each PTA and mother's

eighborhood Playground Contest

club in the city. Another team from the committee arranged to have a member speak before each service club in the city. Copies of the booklet mentioned before were distributed after each talk. Another team, composed of three ministers, arranged, through the ministerial association, for all priests and ministers to comment favorably, from the pulpit, on the advisability of building backyard and neighborhood playgrounds.

All five local radio stations used spot announcements throughout the day, for a period of two weeks, urging parents to see the backyard and neighborhood playground equipment exhibited in the courthouse yard during the opening week of the contest. Two copies of a movie trailer were ordered, and operators of local movie houses cooperated by running them free of charge. Each week the trailers were moved to two new theaters, thus keeping the contest before the movie-going public during the entire summer. During the month preceding the start of the contest, a series of meetings were given good newspaper and radio publicity. (Remember, one picture is worth a thousand words.)

The superintendent of parochial schools arranged to have mimeographed letters, signed by him, sent home with each student throughout the city. A local savings and loan association published a full-page editorial in its monthly pamphlet, going to 30,000 home owners, urging parents to build backyard and neighborhood playgrounds. A local farm machinery manufacturer printed a full-page news story about the contest in a house organ going to 23,000 employees. Merchants were asked to use the term "backyard and neighborhood playgrounds" in their advertising. One merchant used several half-page newspaper advertisements on backyard and neighborhood playground equipment; another used advertisements on backyard and neighborhood playground clothing. The contest was set to start a week after "Clean-up Week," sponsored by the Association of Commerce. In its publicity, the Association urged residents to clean up, paint up and fix up and then to build a backyard playground.

4. Ernie Csolkovits, our crafts supervisor, spent odd hours during several winter months building equipment and apparatus of the type that can be constructed at home with few tools. This equipment formed the basis of a backyard and neighborhood playground exhibit in the courthouse yard and included a playhouse, a grocery store playhouse, a sandbox, a set of six pieces of orange-crate furniture, a pre-school table and set of chairs, a small swing set, a balance beam, a box hockey set, an apparatus containing a swing, trapeze and climbing rope, high jump standards, and stilts. Also, we laid out courts for badminton, paddle tennis, horseshoes and washers.

The apparatus and equipment were painted bright shades of orange, red and green. Posters were used to illustrate objectives of the various equipment. For instance, a poster on the balance beam stated: "Balance beam—teaches posture and balance, just as much fun as walking a picket fence and a lot safer." A poster near the playhouse read: "Playhouse—offers unlimited scope for imitative play for the three-to-six-year-olds." To create additional interest in the exhibit, the park board placed cages on tables in the exhibit containing a three-month old lion cub and three monkeys who were new additions to the zoo.

After reading publicity about the forthcoming exhibit, a local fence manufacturer offered to fence in the exhibit for us, free of charge. We accepted his offer with the provision that no advertising be used other than a small sign stating that he had furnished the fence. Later his generosity was re-

Three-walled, plywood playhouse displayed in contest.

warded by several orders for fence from local residents who saw the exhibit.

Our playhouse contained a child's-size wooden replica of an ironing board, a gas stove, a refrigerator, a dresser, a table and chairs. A toy telephone and iron, and a shelf filled with imitation canned goods made from sections of cardboard cylinders with baby food labels, completed the household equipment. The windows were equipped with small-size canvas awnings. The playhouse was named "Goldie Locks Cottage" and given the address "100 Lollipop Boulevard."

A store playhouse named "The Wiggly-Biggly Grocery" was made from a packing case painted to give the appearance of a brick building. It was equipped with imitation canned goods and a telephone with which the clerk could take orders. Orange crate furniture was stained and equipped with brightly-colored cushions.

A clerk was on duty at all times during the exhibit to pass out the playground booklets.

5. As fast as entries came in, they were screened and pictures obtained of the better playgrounds. The newspapers carried a picture a week. This kept the contest in the public eye during the entire summer. By the time the contest ended, we had selected the fifteen best entries. These were submitted to the judging committee, who spent one full day visiting these selected playgrounds. Winners were announced in the Sunday papers three days after the close of the contest—with pictures of first place playgrounds in both divisions.

Results of the contest in both Peoria and Springfield were gratifying. A number of fine neighborhood playgrounds were developed and each approached their problems in a different way. In one instance, a group of eight families living a few miles beyond the city limits formed a playground association. The husbands got together each evening after dinner and built the equipment, and the wives arranged a schedule wherein each took her regular turn supervising the playground. In another instance, a committee was formed and neighbors were solicited for donations which were used to purchase equipment, after a local farm machinery manufacturer had leveled an area consisting of several privately owned lots in a heavily populated district. In a third instance, neighborhood merchants purchased equipment for the neighborhood playground.

Amazing ingenuity was shown by many parents in constructing their backyard playgrounds. In one case, a huge tire from one of the mammoth earth-moving machines manufactured in Peoria was made into a wading pool by adhering waterproof canvas to the bottom. A father who is a welder constructed an excellent climbing apparatus similar to a jungle gym by welding short sections of scrap pipe together. One of the neighborhood playgrounds made use of an old archery target by painting the face of a clown on the cover and using a large hole for the mouth as a target for baseballs. Many of the fine sliding boards built at home had wide steps close together, making them safe for the pre-school child.

In both Peoria and Springfield no distinction was made between playgrounds outfitted with home-made apparatus and apparatus purchased from manufacturers. Winners were judged on the following points only:

1) Safety, choice of apparatus, strength, placing of equipment to avoid accidents.

2) Ingenuity in utilization of available space and in selection and placing of equipment.

3) Suitability for use by age group or groups for which it is designed.

4) Construction as to workmanship and appearance.

5) Beautification of yard.

In both contests a backyard playground was termed "any playground away from the street, designed and built by a single family." A neighborhood playground was termed "any playground away from the street, designed and built by two or more families or any church, school, or community group organized together for this purpose." Prizes in both divisions were fifty dollars for first prize, thirty dollars for second prize, twenty dollars for third prize, with a number of five dollar honorable mention prizes. In Springfield, Mr. Shuster presented an attractive "Merit Award" to all entries.

By Word of Mouth

Mrs. Samuel F. Pryor, Jr., sponsor of the National Recreation Association for Greenwich, Connecticut, was seated beside a distinguished guest at a public dinner. She discovered that he was the Mayor of the City of New Orleans, deLesseps S. Morrison, who shared her interest in the recreation movement and in the NRA. He related a conversation he had had with President Truman, during which the President mentioned reading a *New York Times* article about the New Orleans recreation program and the 1949 National Recreation Congress.

This is an example of how friends of the Association have done much to spread word about the movement through spontaneous conversation with others.

WINTER FISHING

M. J. DEBOER

• WHAT? Never been winter fishing? Brother, you hate yourself! Sure, skiing, snowshoeing, tobogganing, sleigh riding, cutter riding, iceboating, picture taking, fox and 'cat hunting and lots of other things are fine winter sports, but give me ice fishing! Who wants to go south where they don't have snow-laden hills and ice-covered waters? Not me!

Too rugged? Not a bit—just dress for it. A warm or mild day ashore can become uncomfortable when one is exposed to even a soft breeze that has been ice-cooled as it crosses the exposed surface of a lake. The secret of comfort is to stay dry and keep out of the wind.

The light clothing generally worn every day, when covered with windproof outer garments such as denim overalls or duck, a wool coat with high collar and, in severe weather, an inner vest or jacket of leather, and a warm windproof wool-lined or fur cap to cover ears and neck, is usually ample. Loose-fitting, four-buckle arctics and felt insoles over felt shoes, or even ordinary shoes and socks, allow foot moisture to escape, and feet are kept dry and warm. Hands should be protected with loose-fitting leather mitts with wool liners, that can be slipped on and off quickly as the need arises.

When so dressed, one can laugh at the roughest weather, and the exposure only adds to the thrill of the day. Of course, those fishing in heated dark houses or other shelters do not need as much outer clothing for protection, only enough for getting to and from the fishing area.

What do you fish for in Michigan? Well, just about everything except trout and black bass. Bluegills and sunfish can be taken until February twenty-eighth, and all others can be taken as long as the ice lasts. All waters except designated trout lakes and trout streams are open to fishing, but some close April first while others remain open throughout the year.

Where would you go? That depends upon what you want. Some fishermen confine their winter fishing to spears which can legally be used through the ice during January and February. Spearing is largely done from a heated dark house. Many fishermen have their own although, on some waters, houses and spears can be rented. Principal species taken with spears are northern pike, muskies, and noxious fish such as dogfish and gars. Sturgeon can legally be taken also, but they are found only in a few lakes of the Cheboygan River drainage. Lake trout are also taken with spears in the Straits of Mackinac and certain bays of Lake Superior.

The principal winter fishing varies with the different sections of the state of Michigan. In southern lakes and streams, bluegills and specs (speckled bass or crappie) are the major species taken with hook and line, although yellow perch, northern pike, and walleyed pike are also fished for. Tip-ups, rather than a pole and line, are generally used for pike fishing. As soon as ice is heavy enough, "Smeltania," the colony of houses, appears on the lakes for hook and line fishing for smelt. Yellow perch, lake trout and an occasional whitefish are also taken on those waters.

What baits are needed? The list is long and anything goes, but for pan fish, particularly bluegills and sunfish, insect larvae is the most common. "Wigglers" or mayfly larvae and cadis worms are the most common aquatic form used. Also popular and effective are goldenrod gall worms, meal worms, corn borers, wood borers or sawdust worms. Yellow perch and specs are also taken on these baits, although live minnows are a desirable bait for the latter species. Perch are also taken on

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Mr. DeBoer, veteran Fish and Fisheries Division worker of the Michigan Department of Conservation, is now administrative assistant in the Lansing office.

Russian hooks, which are used extensively on Saginaw Bay.

Angleworms, red worms or manure worms are also used for pan fishing. Best results are obtained when a small bait is used on a small hook as fish are not as ravenous in their feeding habits during the cold water season. Ice flies are becoming more popular with many fishermen. They are very effective and eliminate the need for live bait and the chore, as it sometimes is, of baiting and rebaiting a hook. Live minnows of a good size are preferred for walleyes and northern pike, whether fished on a tip-up or with a pole and line.

What equipment is needed? Don't forget the fishing license, and a thermos of hot coffee or soup and sandwiches. A sled is handy for transporting equipment and to sit on. A small wooden box likewise furnishes a good seat and a place to deposit and carry the catch. A medium weight, but durable, ice spud or axe for cutting small holes to fish through, and a kitchen skimmer or strainer for removing ice from the holes, are needed. For pan fish, an outfit and bait can be obtained from most sporting goods stores at a cost of a few dollars. This consists of one or two short poles, fine lines, preferably nylon, small hooks, split-shot sinkers and small bobbers. A bell-shaped sinker with a battery clamp attached makes a fine sounding lead for determining depth of water in order to adjust the length of line and height of the bobber on the line.

A coil of rope, while seldom needed, may prove of help in case of an emergency, should someone break through the ice. Spring holes or soft ice, or holes not thoroughly frozen over and left unmarked by someone who has removed a spearing shanty, are dangerous. Driving cars onto the ice outside of established trails or during soft weather is another hazard not relished by most fishermen. It is best to park on shore and go afoot to the fishing grounds. Don't go too deep in purchasing equipment—you'll get ideas after you go a few times and will want to make your own, even to poles, portable shelters, stoves, warming lanterns and so forth. You will get lots of advice without charge—from the clerk at the store to the friends you make on the ice.

When to go? Anytime is a good time regardless of weather conditions, if properly dressed, or of signs on the fishing calendar. Be sure every person in the party is properly clothed and equipped. Forethought in this respect will avoid discomfort and displeasure and will add to the enjoyment of the outing for all.

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New Faces

John J. Collier

Mr. Collier is the National Recreation Association's new District Field Representative in the Michigan, Ohio and West Virginia area. He has specialized in community organization and administration of community recreation and related services, and comes to the Association directly from the position of Superintendent of Parks and Recreation in Yuma, Arizona.

Robert L. Horney

Mr. Horney has been appointed to district field service for the NRA in the territory of the late Lebert H. Weir—Illinois, Indiana, Kentucky, Wisconsin and Minnesota. The new representative has been working in the field of community recreation for approximately twenty years. Prior to his appointment, he was Superintendent of Recreation in Evansville, Indiana.

Mildred Scanlon

Miss Scanlon joined the staff of the Association on the first of the new year to assist with the program of recreation leadership training. Her past experience includes teacher training work in two colleges, rural demonstration work, social recreation, the teaching of dancing.

During the war, she served with the American Red Cross, in a recreation capacity, in the China-Burma-India theatre. Her last position was as club director for the United States Army Special Services in the European theatre.

OKA HESTER

Television TWIST

in Greensboro, North Carolina

The Greensboro Recreation Department has lost no time in utilizing the live facilities of the city's new television station. First it was the Camera Club which began demonstrating on Sunday nights, and next came the Circle K Club's presentation on Tuesday nights. The idea of using television sets at Friday night recreation center parties materialized on the Friday before Halloween, with sets loaned through the courtesy of a local appliance dealer.

Most of the children had never seen television, to say nothing of actually participating in a show. On October twenty-eighth, when Halloween parties were held for the school children, a number of youngsters from each center appeared before the television camera at the studio and were seen by their friends in other areas. It was an experience they will remember for a long, long time! Other parties of this nature are being planned for the future.

The Circle K Club

An all-around children's club called the Circle K, sponsored by the recreation department, features a television show each Tuesday night at eight-fifteen over WFMY-TV. The youngsters who sing, dance, make magic, play musical instruments or imitate on the Carolina Theater stage each Saturday morning before thousands of boys and girls, are presented in a repeat performance for the video audience. This television show has proved to be one of the most popular to originate at the television station—the only station in the Carolinas with facilities for live programming.

Prop-Twisters on Video

The slogan of the Prop-Twister's Model Club is "Peer at the Prop-Twisters for Progress," and progressing they are. The fourth endeavor of the Greensboro department in the field of telecasting started in November when the club began a bi-weekly television show. Telecasts include exhibitions of various types of model airplanes, racing cars, trains and boats and demonstrations of skills in constructing and operating the models. It's a shame that the members flying those 140 mile-an-hour jet speed jobs will not be able to let them loose in the studio—but they can be seen hedge-hopping at the new Model Air Park any Saturday or Sunday afternoon.

Camera Club

The Camera Club's first period on the air, over WFMY-TV, was spent in demonstrating the advantages and disadvantages of various amounts and placements of indoor lighting, and the effects gained by each. A young lady who acted as a model for a previous shooting night was televised in the same attire and pose. The procedure was to show this model in a certain pose, describe briefly what results would be obtained by first using one photoflood, then two and, lastly, three photofloods. After each of the demonstrations, a finished picture—taken under each lighting condition—was offered for inspection by the television audience. This type of show has been termed a "natural" by television producers here, who report that its possibilities are practically limitless.

How did this start? In July, this year, Norman Dalton, supervisor of special activities for the recreation department, began broadcasting a program called "The Camera Club of the Air" over WFMY. This was presented for the benefit of amateur photographers—men, women and children of all ages. All elementary phases were covered. Members of the Camera Club, though amateurs, were young men and older boys with professional ability who enthusiastically grasped the opportunity to take part.

After broadcasting throughout the summer with notable results, television arrived. Arrangements were then made to exhibit the techniques of this club through this new and fascinating medium. In the future, demonstrations on exposure, dark-room problems and enlarging procedures will be held, along with pointers on the values of various types of cameras for specified purposes.

Mr. Hester, director of the Greensboro Recreation Department, is coordinating television with program.

"There probably has never been a time in history when true brotherhood was so indispensable to the welfare of our own nation and to the peace and freedom of the entire world." — President Harry Truman, Honorary Chairman of National Brotherhood Week, February 19-26, 1950.

Give Me

Lancaster, Pennsylvania, Presents "America Worships"—What better way, asked the Council of Church Women of Lancaster, Pennsylvania, is there to bring about a closer bond, a greater feeling of good will and cooperation among the various races and creeds of our community than to have everyone united in a common project? Though the Council had been working for such unity for a number of years, it felt that far more could be accomplished by bringing together all cultural, racial, religious, civic and industrial groups of the city in one huge program. Therefore, it decided upon a pageant to be called "America Worships," and to be presented Sunday afternoon, May 15, in the high school auditorium.

First Grace Walker, drama specialist of the National Recreation Association, was asked to help with the production. Then, more than 200 participants cooperated—from among such neighborhood organizations as the Hamilton Watch Chorus, Franklin and Marshall College, the YWCA, the Interracial Council, the Jewish Community Center, the Pilot Club, Temple Youth and many others.

The program itself had a strong religious flavor showing—through pantomime, narration and music —the different ways in which American religious groups worship. The pageant began with the story of creation, tracing the desires of man in his search for a true and living God down through the ages. It also depicted the contributions of primitive man, the early Greeks, Jews and Christians—the different races and creeds up to the Christian era. Each scene was artfully lighted and appropriately costumed, adding much to its beauty and significance.

But it was really the spirit behind it all that made the venture such a success. All worked together enthusiastically, forgetting differences in concern for a common project. Approximately twelve different groups took part, with many more offering their services. Seven hundred people from the community came to witness the results. No admission charge was necessary either, because a long list of people — about 400 of them — volunteered their patronage weeks in advance. They also realized that the goal was worthwhile.

Dayton, Ohio, Presents "We, the People, Speak" —Another excellent example of democratic group participation was demonstrated by Dayton, Ohio, with its production of "We, the People, Speak." Some 700 citizens attended the performance; many more requested tickets. But the demand was far greater than the seating capacity of the Dayton Art Institute where the show was held.

The production was presented by the Dayton Bureau of Recreation through the Linden Community Center, and the sponsoring committee included a broad coverage of church and social agencies in the city. A cross-section of the population especially interested in creative and cultural recreation participated. The cast of 150 included professionals as well as amateurs, and a community chorus—drawn from churches, clubs and other singing groups—added to the excellent performances. The show was directed by Grace Walker and, in addition, all groups were trained by professional directors. However, whenever possible, local professional leadership was used.

As a result of the production, many citizens with a wide variety of skills and interests were discovered and, through rehearsals and classes, basic skills required for such recreation activities were taught. Several special groups were developed and utilized, including a young people's dance group, a singing group, a verse-speaking group and a dramatics group. These made plans to continue as interest groups in the future.

Then, too, the production not only helped to further the cause of democracy in Dayton, but also demonstrated to the people the great flexibility of a recreation program and the vast scope of cultural resources that can be used through the medium of recreation.

A Project for Your Town — On October 30, 1947, Mr. and Mrs. John Q. Public read in their

Hand

A cross section of the population of Dayton, Ohio, participated in "We, the People, Speak."

newspapers about a report from the Committee on Civil Rights, appointed by President Truman. According to this committee, composed of fifteen distinguished citizens from all walks of life, a great many people were being deprived of their civil rights through racial and religious discrimination. Millions of people learned the facts—but many remained complacent. Fortunately, however, there were even more who decided that something should be done about this.

In Montclair, New Jersey, for example, the people conducted an audit to discover just where their town stood in providing personal freedom and equality of opportunity to all. Volunteers from five community organizations formed teams and investigated six areas of community life—employment, housing, recreation, education, public health and public facilities. After considerable research and personal interviews, they submitted the Montclair Balance Sheet—a listing of the town's shortcomings and accomplishments in the form of assets and liabilities. The report revealed that many inhabitants of Montclair were being deprived of their Constitutional rights and protections.

On the liabilities side of recreation opportunities available, it was discovered that privately-operated recreation facilities did discriminate. The town's only roller skating rink barred Negroes. A pattern of segregation was followed in bowling alleys, and the YMCA was segregated, with one branch for whites and another for Negroes. On the assets side, the committee listed the facts that facilities of the Public Recreation Department were open to, and used by, persons of all colors, races and creeds without discrimination. The Boy and Girl Scouts practiced some segregation, largely because of population and sponsorship factors, but all groups mixed together in summer camps. In junior and senior high school, students played and worked together well. Growing participation was evidenced by all racial, religious and national origin groups in student government, athletic activities and dramatic groups.

Now, how does your town, your recreation department add up? One way to find out is to do what Montclair did—conduct an audit of your own and make it available for everyone to see. But always keep in mind that the audit is only the beginning—it's the follow-up that's really important. Recreation offers great opportunity for interfaith, interracial activities.

You can use such devices as the Montclair Freedom Train to dramatize to the community America's heritage of freedom and equality. In connection with Freedom Week, the Montclair Development Board sent a trailer through the town carrying a display of historical documents giving an insight into the section's early history and the struggle of settlers to establish their freedom.

In addition, encourage reading programs about other countries for adults and children through libraries, study groups and organizational programs. Make good use of storytelling hours and book exhibits at your playgrounds and recreation centers. Plan your concerts and other cultural activities as occasions for displays and messages which interpret the intercultural and international character of music. Your little theater groups can produce plays from foreign literature and you can build around them festivals which embody music, dance and folklore. (See *An Appeal for Understanding,* November 1949 RECREATION—Ed.) A program of games and songs traditional with American and foreign groups can be part of your playground program. Further opportunities for advancing the idea of brotherhood will occur to you.

SUGGESTIONS FOR PLAY

In Painting

Painting is a play medium which all children enjoy and need for self-expression. Time, space, adequate materials and equipment should always be provided for it in the program. Children's pictures should never be judged by adult standards.

IN INTRODUCING PAINTING to children, a few simple guides about the use of materials can be given. These include wiping excess paint off the brush to prevent dripping, taking enough paint to avoid scrubbing, washing the brush before using a different color. Beyond teaching the care of materials, no instruction should be given to younger children. The age of interest in technique usually begins around ten, when children may be given adult guidance if they ask for it. Patterns or pictures to copy should never be used at any age.

Paints: Poster or tempera paint is most desirable as the colors are brilliant. It has the consistency of thick cream and can be thinned. It should be purchased in large quantities and placed in smaller jars, such as baby food containers.

Powder paint should be mixed with water to a medium texture. If the mixture is too thin, the colors are pale; if too thick, it flakes off the paper. If powder paints seem dim, the addition of a small amount of tempera paint will liven up the color. To make more paint from a given quantity, one may add a cup of soap powder mixed with one quart of water to the paint mixture.

Easels: Where the room is small, standing easels may take up too much floor space. A wall easel made of beaverboard or celotex, which is nailed to the wall at the top and projected about three inches at the bottom, serves very well. This easel should be firmly braced at the bottom and there should be a strip of wood three inches wide, edged with a strip of lath across the lower edge, to make a trough for small jars of paint and water. All surfaces should be shellacked or covered with oilcloth for easy cleaning. The easel is the right height when the child's outstretched arm reaches the center of the paper.

Younger children find painting on paper laid on the floor satisfactory, for the paints will not run. Newspapers large enough to protect the floor should be placed under the painting paper. If tables are used, they should be wide enough for paper, paint and water jars. Wherever painting is done, newspapers should be spread generously.

Brushes: One-half inch, long-handled, number five; one-quarter inch, long-handled, number seven; for fine work, a few smaller brushes—number twelve.

Paper: Large sheets of newsprint, eighteen by twenty-four inches. This large size encourages freedom of movement and expression.

Paint jars: These containers should be heavy enough not to tip, tall enough for a long-handled brush, and wide enough at the mouth to make use easy.

Water: The teacher can add a small amount of water to the paints when needed. A small, long-spouted watering can is useful. Each child should have a jar of water while he is painting. A large pail of water, into which children drop their brushes after completing their work, is practical and convenient. Teachers must rinse, dry and store brushes, bristles up, if they are to be properly cared for. Brushes are expensive. Do not use water-color brushes or camel's hair brushes for enamel paint.

Finger paint is a plastic, cream paint that is particularly good for children, because, as in the use of clay, the direct handling of the material gives opportunity for maximum freedom of motion and expression. Cover the table with an oilcloth, immerse in water a sheet of glazed shelf paper or regular finger-painting paper (eighteen by twenty-four, for younger, twelve by eighteen for older children). Smooth it on the table and use a spoon or tongue depressor to dip out the paint mixture

onto the paper. The child uses his hands or fingers to spread the paint.

Finger paints may be bought already prepared or they may be made less expensively by cooking a fairly thick linit starch mixture, adding to this poster paint or vegetable coloring in any desired shade or color.

Cleaning cloths: These are essential, and old towelling is good. A child's mop and a rubber sponge are helpful for cleaning the floor.

Protection of Clothes: Smocks, homemade aprons of unbleached muslin or oilcloth, or cut-down shirts will help to keep clothes clean. These should be considered part of the basic equipment.

In Science

Children have natural curiosity and want to know about their world. Often their interests are scientific in nature. First-hand experiences provide the "how and why" of things which they accept but do not always understand. Science is inherent in the everyday living of children.

IT IS IMPORTANT for all leaders to be aware that science experiences are closely related to the work and play of children. The teacher can capitalize on the play spirit and make science a medium for an enriched program.

"Of course I know how important science is for children but I am not an expert and I do not know how to teach it." This is the cry of the average teacher who may have a willing spirit but thinks of science in terms of textbooks, test tubes, microscopes, difficult experiments and difficult names. *The leader can be a learner with the children,* who will not be disturbed if the teacher says frankly, "I don't know. It will be fun to find out together."

In a group-centered program, science for young children is planned around experiences rather than experiments. Children have an eager curiosity about the world they live in—the stars, the dew, the man-made wonders of planes, trains and bridges. . . . They want to know what to plant in their garden, how to light the stage for their puppet play, why planes fly, what makes the clock go, how cold is snow, what is an earthworm, what is a magnet. . . . Many science activities and experiences centering around home and community interests offer unusual opportunities for group planning in a play program. The nine through twelve-year-olds are surprisingly capable in carrying out their ideas in the field of science: how to build a telegraph set, why the door bell rings, how the thermometer works, or why the wind blows. . . .

If possible, set aside space for a science corner. Plan to have tables and low shelves for materials and specimens; for carrying on simple experiments; for simple science reference books. Typical materials: aquarium, terrarium, magnets, magnifying glass, prism, compass, containers for planting seeds, facilities for simple cooking. Typical specimens: seeds, plants, leaves, shells. Bulletin board for pictures, charts and all mounted specimens of interest to the children is desirable.

It is indeed science when children are free to do, to examine, to experiment, to get information through touching, smelling, tasting, looking and listening.

"Patterns to copy should never be used at any age," says Play Schools Association handbook. Children below went to George Washington Bridge to get ideas for mural; in cardboard boat pretend trip on river.

Reprinted from "How to Make a Play School Work," Play Schools Association, New York. Photograph taken in a play school center.

GERALD P. BURNS

MODERN TRENDS IN CAMPING

• Camping means many things to many people—the outdoors, recreation, education, group living, nearness to nature and primitive living. Interestingly enough, these are the things that go to make up that which we know as the "good life."

If we believe in the values of these things, and our reading professional journals of this type attests to that fact, then we should stand ready to spread our beliefs and secure a camping experience for every child. This goal is being sought in many ways. Before the turn of the century we had many private camps in operation, and even a few agency-sponsored camps. Now we have innumerable agency and private camps spreading from the Atlantic to the Pacific and from Canada to Mexico. No one knows how many agencies, camps or children are involved. We know one thing, however—that camping makes a tremendous contribution to the total development of the child. The type of camp or its sponsorship is relatively unimportant; the vital thing is for us to work together through our camping and youth groups, through our own agencies and departments, and through our local units of the American Camping Association to provide more and better camping for all children.

Referring to the size and scope of camping in America, it must be admitted that no one has compiled statistics which give us the complete picture. Last year, during the course of the International Education Conference in Geneva, Dr. John Studebaker, then United States Commissioner of Education, requested figures that would show the general picture of camping in this country. After perusing documents and statistical data at hand, we came up with a set which we felt at that time represented a fairly accurate concensus of opinion as to the size of the camping movement. These figures have been modified in the last year and, even with this modification, it must be admitted that they are not exact and should be treated only as an estimate or as an approximation of the situation presently existing.

Gerald P. Burns is executive director of the American Camping Association, has had long experience in field.

We feel that there are now between three and four million children having a camping experience of one sort or another each year. We understand that there are between twelve and fifteen thousand camps in the United States at the present time. We know that approximately three thousand of these camps are represented in the American Camping Association. If membership in the American Camping Association is a valid criterion of the distribution between the various types of sponsorship, then we may say that approximately two-thirds of the camps of the nation are agency sponsored and the others, privately sponsored.

As in the case of the statistical or descriptive analysis of camping, the very definition of the term presents certain problems. There are few, if any, camp leaders in the nation who will agree on any one single definition of camping as adequately covering the subject. However, we note that there are certain basic elements found in camping regardless of its sponsorship or geographical location. To the camper, these fundamental elements are fun, adventure, and romance. To the parent they are: vacation for the child; contribution to his growth and development (physically, mentally, socially, and emotionally); and a relaxing of parental supervision. And what does camp mean to us as professionals in the field? First, there must be a group; second, the activity must be conducted primarily outdoors; third, qualified leadership, guidance or supervision must be present; fourth, the activity must be conducted strictly for fun without any compulsion; and fifth, the site should permit a closeness to nature and, if possible, certain aspects of simple or primitive living. Assembling these various prerequisites of camping in their proper order, we are then given a rough idea as to what camping means across the country.

In analyzing general trends in the field, it might be well for us to break them down into four major areas. The first area, that of *administration,* is in itself so vast and variable that to enumerate all the trends presently discernible would take far more time than this presentation permits. To mention just a few, we note first that three three-

For use of camp executives in evaluating their season and in planning for next year.

week periods in agency camps would seem to be supplanting the former four two-week periods throughout the country. Research and study have conclusively proved that the child gains almost one hundred percent more, if percentage values can be used, during the third week of a three-week period than during the first two. This would indicate then that we would do a far better job if we were able to provide a lengthening of the season to permit a somewhat longer period. Secondly, we note that there is some slight raising of fees throughout the country. Although some prices have leveled off, in many areas food costs are up over what they were in 1948. Thus the necessity for some raising of enrollment fees. And, third, it is plain that more children than ever were anxious to attend camp last summer.

In *program* we note that there is a tendency to develop a longer summer season, to extend our traditional eight weeks season to nine, ten or even twelve weeks, depending upon the summer vacation from school. The second trend visible in this area of program is that winter, spring and fall vacations, and the weekends within these seasons, are being utilized for camping. This is in keeping with the desire of all clear thinking professionals in the field to secure maximum usage of their facilities throughout the year. The third point, again in program, is that more out-of-camp activity is being scheduled —trips of all sorts, periods in outpost camps and utilization of primitive living areas away from the base camps.

The third major area under general trends might be considered as that of *personnel.* We note, first, that year-round salaries of professionals in the field are moving up, as must be expected. In addition, it is possible that seasonal salaries of camp staff personnel will also have to be increased. A second trend is toward having better trained people becoming more available. Combining these two trends we might then assume that it is entirely possible that *fewer but better* personnel will be secured for camp staff positions this summer than ever before. People who have been trained in colleges and universities, in camping institutes and special courses, in on-the-job training in camping situations, and in other ways should be able to do the job more efficiently and effectively than the untrained counselors whom we were forced to use during the war period and immediately thereafter.

The fourth general area under trends is this one

Whether camp be private or sponsored by agency is relatively unimportant. Above at Madison Square Boys Club Clear Pool Camp.

of *sponsorship.* It would seem that the greatest increase in any specific type of sponsorship of camps is that of church camps. Then, too, there is a continued expansion in all types of camps—private, agency and otherwise. School and municipal camping are types of camp sponsorship which are growing slowly and steadily.

So much for the general trends in the camp field at this time. It may be well for us to turn for a moment to certain specific or particular trends. Each year the program committee of the American Camping Association submits to its board of directors, for approval, certain priorities and emphases which the committee feels exemplify the best in camping and indicate predictable trends or things to come. Both the committee and the board of directors are made up of leaders in the field of youth work, recreation and camping, from voluntary agencies in the field. These people pool their knowledge and experience, make recommendations that transcend agency boundaries and any few camp rivalries that continue to exist.

Among the priorities and emphases that were accepted for the 1949 season were the following: conservation education through increased activity in nature lore, camp crafts, woodsmanship, out-of-camp activities, conservation of natural resources and the more primitive aspects of camp program; promotion of that portion of the camp program which deals with spiritual values. The camp, offering a natural cathedral in the outdoors, can do much to interpret the natural relationship between spiritual values and the wonders of nature. A third emphasis that should need no great stress to youth

leaders with a progressive outlook is the matter of democratic group living. The camp, with its present form of decentralized administration of camper-counselor planning, and with flexibility of program and direction, forms a natural environment in which the ideals of democracy should flourish.

A fourth area for emphasis is that of securing a balanced program with no single activity or interest dominating all others. Regardless of how valuable any one single subject may be in the camp curriculum, it would be a gross error for the program planner to overlook the values that lay in an equitably balanced program of activities. And a fifth trend, this one away from the area of program, is that toward cooperation. It would seem that this is taking two directions: first, *intra*-agency cooperation and joint planning for camping, where we can gather with camping colleagues in our own organization; second, *inter*-agency meetings, where we can gather with the leaders of other organizations to pool our knowledge and wisdom, to give and to gain new ideas in the camping field. This second type of meeting flourishes in the sections or local units of the American Camping Association and in other professional associations.

We have long heard that there is a certain strength in unity, that we will all go further faster if we move forward together. Certainly these are the basic tenets of any truly professional group or association. The American Camping Association was founded on the fundamental belief that cooperation among professional people is better than competition. A brief example of this is shown in certain national activities undertaken by the association in the last two years. In 1947, as we were emerging from a post-war slump in leadership, the vital problem facing many camp directors was to develop certain principles of *leadership* and put them into operation locally and in the colleges of the nation.

The ACA, therefore, appealed to fifty of the leading camp directors and educators throughout the country. These leaders sat down together, put forth the best possible ideas and doctrines representative of a large number of private, agency and other types of camping, and came up with two publications of outstanding value in the camping field —"A Camp Director Trains His Own Staff," designed for in-service or in-camp training; and "Camp Leadership Courses for Colleges and Universities." In 1948, *legislation* appeared to be the problem on the camp horizon, and leaders in the camping field and again certain outstanding progressive legislators met in a working conference. The results of this workshop are published in the booklet "The Legislative Aspects of Camping."

In 1949, it was the feeling of the Board of Directors of the ACA that the interpretation of camping to the lay people of America is one of the thorny problems about which the camping movement should be concerned. It was recently decided, therefore, again to ask national leaders in education, recreation and camping to meet with certain of the leaders in the professional public relations field in a workshop to be held in New York this fall.

Among the many facets of our youth programs is concern for:

Recreation—the chance to re-create, the opportunity to play and enjoy life. We have long recognized its presence in camping to a greater degree perhaps than in any other setting.

Education—the gaining of knowledge, the acquisition of skills and training. During the last decade, incontrovertible evidence has been accumulated indicating that education occurs in camping within the most favorable learning situations. It may truthfully be said that of all the progressive departures and truly great advances in the field of education, as former President Charles W. Elliott of Harvard University put it, "The organized summer camp is the most important step in education that America has given the world."

Camping is the wedding of education and recreation. The blending of these two great forces gives us an area of living, or a way of life, that bids fair to prove one of the most significant and far-reaching influences in the growth and development of children that has been discovered.

Acknowledging this fact, we are rightfully secure in the realization that camping is a most worthy cause. We should hold ever before us the full intention of keeping our standards high, of working cooperatively with our colleagues in camping; we should talk about our work in camping, publicize what we are doing, and educate the parents of America to its manifold values. Let us then accept the challenge and work together toward "more and better camping for all our children."

"Camps, camp grounds, and low cost cabins for the use of schools, traveling youth groups, recreation organizations and for families are among the most needed recreational facilities on all types of public areas of greater value to the community."

—JULIUS H. SALOMEN in *Conservation*.

GET INTO THE *Swing*

SEEMINGLY impromptu stunts, tricks and games are being pulled out of hats these days wherever a few people gather for a bit of social fun, and the more serious game of bridge often has to take a back seat. Whether one is host or guest, therefore, it is well to be supplied with a few contributions to add to the general gaiety. Those described below are merely to touch off your own ideas and to form a basis for your own collection. You probably can dig around in your memory and come up with many more.

Card Trick—All cards are their face value except the Jack, Queen, King, which are eleven, twelve and thirteen consecutively. (If cards are not available, make four sets of number cards, each set a different color, and number them one through thirteen.)

Directions: Leader, beginning with first card, turns it face upward to start building the entire deck into stacks of thirteen. If he turns up eight, the next card placed over this will be nine (no matter what its face value is), the next ten, and so on. After one stack of thirteen, he makes another. After all cards have been dealt to make complete stacks of thirteen (he may have a few cards left which he keeps in his hands), he asks someone to select three stacks and turn them face downward. Then he picks up all other cards and places them with those in his hand. He then tells the person to turn up the top card on two of the stacks, and says that he will name the third top card.

Solution: Total the sum of the two cards turned upward, add ten to the sum, deal off that number of cards, and then count the number left. If five cards are left, it will be the five; if one card, the ace; if twelve cards, the queen, and so forth.

The Guessing Bottle*—Ask the guessing bottle, a soft drink or milk bottle, a question which can be answered by pointing to a person; then spin the bottle in the middle of a circle of players. "Who is the most intelligent person here?" "Who is going to be married next?" "Who is the most beautiful?"

Imaginary I Spy*—A player hides in his imagination and answers questions with "yes" or "no" only. "Are you in this room?" "Yes." "Are you in this end?" "No." "Are you in the light bulb?" "Yes." The person who discovered the hiding place becomes "it" next.

Magic Steps—(Never name this game before playing it, as people will immediately guess.) This requires a leader and confederate in the group. The confederate goes out of the room and someone in the group selects an object. The confederate returns and the leader says "Is it this?"—pointing to something. When he points to the chosen object, asking the question, the confederate answers, "yes."

Solution: When the confederate is where he can see the leader, the leader takes a certain number of steps, slightly hesitates, and then walks anywhere. The confederate has counted these steps taken before the hesitation, and knows the time to say "yes" is on that number.

Do This and Add Something*—The leader, in a circle of not over twenty players, starts some action. The person to his right does the leader's action, and adds one of his own. So it goes around the circle. Samples—leader waves hand, next person nods head, third shakes foot. They are done in sequence, one at a time.

Through the Looking Glass*—In a large room, stretch a "tight rope" down the center of the floor. A player takes a pair of opera or field glasses and looks through them from the larger end, trying to walk the string or chalk line without stepping off it.

Poetry Writing—An individual or a group starts off by making up a line of poetry; the next one adds another, and so on until a quatrain or verse is completed. The next person starts another. A variation of the game: players each write down one line, pass it on to the next player, who adds to it.

Quizzes—These are fun. Make up your own beforehand on such topics as nature, literature, music, sports, the Bible, opera, theater, astronomy, proverbs, and so on. Have your list of answers ready, and be sure that they are correct.

*Quoted from "The Pleasure Chest," Helen and Larry Eisenberg. Parthenon Press, Nashville, Tennessee. $1.25.

World at Play

For the New Year—A new recreation center—of Oriental appearance with powder blue glazed brick, painted pergolas and painted exterior and interior walls—will soon be a part of that hilly and densely-built section in San Francisco, California, which has attracted approximately 16,000 Chinese citizens. Construction on this project will begin this year, and nearly $300,000 has already been appropriated for it. The site selected is an abandoned school area in a neighborhood where there are few play spaces except for the crowded sidewalks and the streets themselves. However, the center will not be restricted to the Chinese population only. Any San Franciscan will be welcome to use its facilities, and if all parts of the center are in full use by spectators as well as participants, 500 to 600 people—youngsters and adults—can be accommodated. The new recreation project will be open from early morning until ten at night, under the supervision of two directors—one man and one woman.

Need Anything?—The Playground and Recreation Board of Decatur, Illinois, feels that one of its most valuable contributions to the community is its lending service. For years, the department has not only loaned, but delivered and returned such items as picnic tables, chairs, public address systems, booths for selling tickets, lights for dramatics and sports events, strings of lights for socials, record players, bingo sets, movie projectors, platforms, costumes of all kinds, and the usual games which include balls, bats and other equipment.

Recently, a local school teacher asked for forty-five wiener forks. She was told that the department did not have them but would try to obtain them for her. A local concern was called, the playground and recreation board asking if it could purchase six dozen rejects or seconds. After telling how the forks were to be used, the manufacturer not only donated the forks, but included four steak grills, eleven four-place hamburger grills, fourteen single grills and sixteen three-place wiener holders. So now Decatur's lending service includes outdoor cooking utensils as well. Little wonder that the citizens of the city have been adopting the slogan—if you want something, just call the recreation department!

Folk Dance Festival—Another National Folk Festival is on its way for 1950. This, the sixteenth annual affair, will be held April 12 to 15 in St. Louis, and will be divided into three parts—the first, the festival itself, which will take place twice a day in the Opera House of Kiel Auditorium, showing a cross-section of the folk traditions of the various racial and national groups in the country; the second, the morning conferences, offering leaders an opportunity to discuss their problems and to obtain information from specialists in allied fields; and the third portion, the after-performance parties which will take place each night so that all groups can get together and enjoy each other's native dances.

Last year, the Civil Affairs Division of the United States Army made a sound film of the festival for distribution in Japan, Korea, Germany, and other occupied countries as a demonstration of the American democratic way of life through the interchange of folk songs, music, dances and other traditional expressions regardless of race, color or creed.

For further information concerning the national festival, write to Miss Sarah Gertrude Knott, Room 625, Title Guaranty Building, St. Louis, Missouri.

Chief of Army Recreational Service

Lt. Col. William Austin Bishop, Chief of Army Recreational Service, Office of the Chief of Special Services, Department of the Army, has spent more than twenty-two years in the fields of professional athletics and recreation. A native of Lancaster County, Pennsylvania, he graduated from Franklin and Marshall College, Lancaster, in 1927, where, as an undergraduate, he was active in athletics, forensics and music. A year after his graduation, he captured the runner-up title in wrestling in the 1928 Olympic Games. He holds a master of arts degree in recreation administration and a Ph. D. degree in educational administration from New York University.

He served as instructor in social studies, director of athletics and coach of wrestling and football at Wyoming Seminary from 1927 to 1936, and was associate professor of education, head coach of wrestling and lightweight football at the University of Pennsylvania from 1936 to 1942. As a Reservist, he entered upon active Army duty on March 16, 1942, serving successively as director, training instructor, and director of training at the Quartermaster School, Camp Lee, Virginia. Later, he served as director of training and operations at the Army's School for Personnel Services, Lexington, Virginia; for a brief period was commandant of the Information and Education School, Naples, Italy; and served as director, Personal Affairs Legal Assistance, in the Mid-Pacific Theater.

Following his separation from the Army in March, 1946, Colonel Bishop returned to his alma mater, Franklin and Marshall College, as professor of physical education and director of athletics. He was recalled to active Army duty November 1, 1948, to take over the post he now holds as chief of the Army Recreational Service. He wears the Legion of Merit.

RECREATION for the Americ

LT. COL. WILLIAM A. BISHOP

☆ "OFF-DUTY RECREATION PROGRAMS for soldiers help build morale, increase the efficiency of troops and aid in the successful accomplishment of the Army's mission, in war and peace."

This recent statement of Major General Thomas W. Herren, Chief of Special Services, Department of the Army, is a succinct thumbnail of reasons why American military authorities are promoting and accelerating on-the-post recreation facilities and programs for the use and participation of all soldiers in their off-duty time.

In molding American men—accustomed to democratic, peaceful ways of living—into effective military forces, the Army knows that its task is more than just military training. Problems of individual and collective welfare remain, and the basic need for leisure-time recreation persists inside the Army as well as in civilian life. This basic need is being met through Army Recreational Service as adequately as possible, depending upon available funds.

You will find, to quote Secretary of the Army Gordon Gray, that "no American Army in the history of this country—either at home or abroad—has been provided with better recreation facilities and entertainment than that enjoyed by our troops today."

You will find special services officers, service club recreation directors, Army librarians, athletic directors, hobby shop, music, motion picture and soldier-show technicians energetically supplying leadership—professional direction that is resulting in hundreds of thousands of American soldiers continuing the recreation pursuits that they enjoyed in civilian life, learning new recreative skills, and thereby becoming more efficient and more valuable soldiers.

If you were to visit Fort Dix, New Jersey, you would see seventy-six members of the armed forces participating in an entertainment training project, taking advanced courses in soldier-show production and music entertainment that will result in a whole cycle of "show business" projects for the participation and enjoyment of military personnel in the areas from which the students come. At Fort Bragg, North Carolina, you would see a new 5,000-capacity athletic stadium where Army sports contests are held, in addition to excellent service clubs, hobby shops, swimming pools, bowling alleys, tennis courts—all in use during leisure hours.

You would see soldiers enjoying television in every company day room at Fort Monmouth, New Jersey; lighted athletic fields at Fort McPherson, Georgia, and other posts; an indoor rifle range and a fourteen-table billiard hall in use at Camp Hood, Texas, in addition to all the other varied recreation facilities. These examples could be multiplied a thousandfold—all a part of "this man's Army" in peacetime.

The modern concept of military leadership takes cognizance of the dignity and importance of the individual soldier, and stresses genuine concern for his welfare. Army morale work—of which recreation is one phase—is therefore calculated to bring out, encourage and develop the best that is in the individual soldier. It brings him enjoyment of his work and pride in his organization. It helps to develop him individually as a member of a team—a team that will be capable of bringing a most profitable return on our national defense investment, in terms of peace and security.

The Army is convinced that a soldier must find

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for recreation?
VISIT THE
Service Club
YOUR HOME ON THE POST
THE SUCCESSFUL SERVICE CLUB IS BUILT ON A STRONG FOUNDATION
ALL ROADS LEAD TO the SERVICE CLUB
HEAD FOR THE HEART OF THE POST
your army
ServiceClub

Army recreation directors hold frequent training conferences for improvement of programs and to plan coordinated events with nearby communities.

satisfaction in his military environment, in his role as a soldier off-duty as well as on-duty, if he is to fulfill his potential of military strength and continue to be "the best soldier in the world." It believes that the soldier is entitled to have readily available on the post those leisure-time facilities and activities he enjoyed in civilian life. It is convinced that these things help to make him bold in spirit, daring in enterprise, intelligent, resourceful and courageous in carrying out his military duties.

The Office of the Chief of Special Services, under General Herren, is the Army agency which provides these benefits. It supervises and directs a far-flung Army recreation, entertainment and welfare program that brings off-duty pleasures to American soldiers wherever they are stationed—in the United States and overseas.

This agency grew out of a report of Raymond D. Fosdick to Secretary of War Newton D. Baker after the first world war. In this report, Mr. Fosdick, then chairman of the War Department Commission on Training Camp Activities, recommended that the Army assume responsibility for on-post, leisure-time programs. These had been carried on largely by civilian agencies during that war. An Army Morale Branch, created late in 1918, for the study and survey of morale problems in the Army, was terminated with World War I demobilization, but it laid the basis for the present development. The Office of the Chief of Special Services is successor to the Morale Division, established in July, 1940, by authority of the mobilization regulations of 1939.

In the achievement of its mission—to provide a healthy and interesting off-duty environment for military personnel—Special Services functions in three principal ways: 1) planning and organizing recreation, entertainment and welfare programs; 2) providing facilities to house and otherwise enable these programs to operate; 3) training personnel at the Special Services School, Fort Monmouth, to carry out the program.

Aside from the motion pictures and PX services provided by the other components of Special Services, Army Recreational Service promotes voluntary soldier-participation in planned leisure-time pursuits that are as varied as the diversified interests and tastes of individuals in civilian life. Carried out in the American way, this program offers a challenge to the ingenuity and imagination of the Special Services personnel who provide its leadership at installations in the United States and overseas. In Washington, D. C., our small staff of trained specialists is constantly at work devising new all-Army programs, stimulating current efforts, procuring equipment, recruiting professional technicians for the field.

Here are some of the continuing special features of this world-wide recreation-entertainment program in operation wherever American troops are stationed:

Service Clubs at all Army posts form the backbone of the program and run the gamut of recreation activities — game tournaments, jam sessions, tours, photographic clubs, arts and crafts, holiday and special events, forums and exhibits. Clubs are supervised by women directors with a professional background in recreation. Here a soldier may borrow a music instrument to practice; make ceramic jewelry; check out classical records or a small game; play table tennis or billiards; participate in a quiz show; perform in a variety skit, or dance

Football has followed the soldier around the globe. Here a group is scrimmaging somewhere in Japan.

with a young lady from a nearby community, who has volunteered her leisure time to assist the Army in its recreation program.

In the castle in Bavaria, the Nissen hut in Korea, or in the brick building which faces the Golden Gate Bridge, the Army Service Club is the meeting place for the soldier's family and his friends. Special clubs and events are planned for wives and children of the men. The neighboring communities assist the club program through their local USO and civilian committees.

In the past year, total attendance in the Army's 330 service clubs in the United States and overseas areas was approximately 476,000,000. Over 1,100 full-time professional recreation directors are supervising activities in the club program. Special Services also has recruited over 900 professional club personnel for overseas employment in the past two years, and is constantly employing young recreation workers to replace those who have completed their contracts. Periodic training institutes are held in the United States and overseas for staff personnel. In nearly all Army commands, information bulletins are published on successful recreation programs and exchanged with other areas.

A special feature of this program, stemming from our Library Branch in Washington, D. C., is a twenty-five book monthly kit of the latest fiction and non-fiction selected, in many instances, before publication and quickly forwarded overseas and to certain U.S. camps so that soldiers may read the new books simultaneously with the civilian public. Similarly, paper-bound books and magazines are sent out in monthly kits to the ever-eager soldier readers.

An all-Army short story contest, which ended in November, has stimulated great interest among literary-minded soldiers. Through efforts of our Library Branch, prize-winning entries in this contest will be published in *Collier's* magazine and the authors whose entries thus rate will be paid $1,000 each for their efforts. In addition, ten or more of the best stories will be published in a collected volume by Rhinehart and Company, New York, with all royalties apportioned among the authors.

Army hobby shops, dotting the globe, provide facilities and equipment for a wide variety of interests. For the soldier with creative talents, they afford incentive for development of skills, whether in photography—the number one hobby in the service—plastics, leathercraft, carving, painting, woodblock printing and so on.

Interest in this program is stimulated by inter-service and all-Army photography and crafts contests, initiated by our hobby shop section. The recent 1949 Army Crafts Contest finals brought to the Pentagon some 200 items, created by American soldiers all over the world, and the resultant judging and exhibition attracted wide attention and commendation. Master Sergeant Benjamin P. Moody, of Instruction Detachment, Texas National Guard, ASU 4405, Austin, Texas, who won the first prize with a handsome purse and billfold set, was flown to Washington for a special presentation ceremony. The 1949 Inter-Service Photography Contest culminated last spring in a huge exhibit of final entries at the Smithsonian Institute, and was viewed by thousands of interested persons.

In what is probably the largest intramural program ever undertaken, Army Recreational Service, through its sports branch, has developed "sports for all" activities to fit the needs of all soldiers, regardless of age. Today, thousands of American soldiers all over the world engage in and watch games of their choice—whether its boxing, basketball, softball, tennis, golf, track and field, horseshoe pitching, swimming, or a variety of other sports.

In several competitive sports, leagues and tournaments start at the post level and spiral up through the echelons of command, culminating in all-Army and inter-service championships. Six of these tournaments—in boxing, basketball, bowling, tennis, golf and baseball— in 1949 brought soldier "stars" from the far corners of the earth to tournament cities in the United States. At Fort Myer, Virginia, 6,000 persons watched the all-Army boxing finals, while hundreds of others were turned away disappointed.

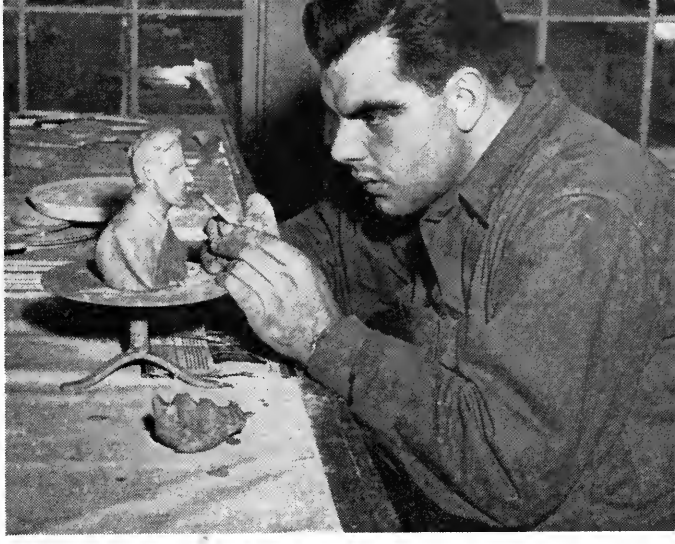
Sports plans for 1950 are well underway—and Army boxers around the globe already are training for the all-Army bouts in the Third Army next

February. Volleyball has been added to the list of events, evening up the total so that every major Army command in the United States will sponsor one major world-wide Army tournament during '50. While these sports events offer all military personnel the opportunity of participating in "the game for the game's sake," their significance goes deeper than that. For competitive games develop initiative, responsible judgment, team spirit, the ability to take direction, and the ability to lead—qualities the Army needs and seeks to foster.

Soldiers with histrionic ability or with special technical interests in the theatrical field have wide opportunity to develop their talents through the soldier-show program. Acceleration of this program was deemed necessary with the discontinuation of USO-Camp Shows, through which professional entertainment was provided for the Army. At most posts, camps and stations in the United States and overseas, you will find soldiers frequently using their leisure in planning, rehearsing and producing variety shows and other dramatic performances for their own enjoyment and that of their buddies. Trained entertainment technicians—young women with technical theatrical training and variety-show talent—help to stimulate these varied activities.

The entertainment training project conducted at Fort Dix from September to November, 1949, under the sponsorship of Army Recreational Service and First Army, has been an interesting experiment in soldier-shows work. It stressed unification in this field as members of the Army, Air Force and Marine Corps participated—seventy-six in all. Military personnel, already endowed with talent and training, were given intensive courses in soldier-show work and music with the idea that they would go back to their home posts and create or accelerate programs of live entertainment and music. Supervision and training were provided by experts in the field.

High qualifications were demanded of personnel taking the course: general classification test scores of 100 or better, theatrical and/or music training, talent and experience. Bandsmen nominated for the course were required to represent a varied instrumentation including brass, reed and percussion instruments and ability to lead a section. Length of remaining service was important, too. Nominees were required to have at least one year remaining in current enlistment or agree to extend enlistment up to one year—thus insuring that service benefits would accrue from the training. An elaborate demonstration soldier-show—a musical comedy—was written, staged and produced by the students as the finale to the intensive sixty-day course.



Special Services training school includes a special ten week hobby crafts course for enlisted personnel.

In the field of music, in addition to its immediate application to the soldier-shows program, increased benefits are available for today's soldier. Monthly Hit Kits of popular songs are distributed by Army Recreational Service as well as instruments and orchestrations. A whole new field of music has been added with the promotion of a new barbershop quartet program at Army installations through cooperation on a "partnership" basis with the Society for the Preservation and Encouragement of Barbershop Singing in America, Incorporated. The aims are to have at least one quartet in each Army Service Club; to organize a Post Barbershop Chorus in addition to quartets in every large post; to encourage qualified soldiers to seek membership in chapters of the SPEBSA in communities near Army posts. The society has offered to the Army its approximately 600 chapters in the United States, Alaska, Hawaii and Guam and 30,000 members to assist in developing this program.

The Army Song Contest, conducted early this year as one phase of the Army's search for an official song, stimulated the cultural aspect of the Army recreation program. It resulted in the choice of five prize-winning songs now being sung and played inside the Army and out to determine if any one "catches on" sufficiently to be given the "official" title.

Hobbies, music, soldier-shows, movies, books and magazines, sports, games, parties—all have their part in the planned Army recreation program. Organized tours to places of interest, rest and recreation centers where soldiers may spend furloughs and enjoy the exhilaration and pleasures of real vacation spots, are other inducements offered for

the proper use of a soldier's leisure hours. The activities are so varied, soldiers may entertain themselves or be entertained as they wish.

To some it may not be known that this vast recreation program is financed largely through funds provided by the self-supporting post exchange and motion picture services. Actually, eighty-five percent of this world-wide operation is thus financed, with only fifteen percent of the money coming from the American taxpayers. In the final analysis, Army Special Services receives only one twenty-third of one percent of the moneys appropriated by the Congress for the Army, yet it has been able to endow richly the sons and daughters of America with recreation benefits that may help direct the course of their lives into healthy channels.

The peacetime duties of our Army are vital, and the morale of our soldiers is highly important. Our present Army is not only safeguarding the victory won in World War II, but is serving as a bulwark for the cause of peace. The Army Recreational Service of Special Services—in providing proper recreation and entertainment—is not only helping to keep morale at a high point and exerting moral influence on the young men and women in our Army, but is thus serving to help secure the peace of the world which we all so earnestly desire.

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Recreation Suggestion Box

Holiday Recipe

Holidays and special days provide a nucleus around which good recreation programs, featuring plays, parties, games, storytelling and other activities can be built. Add some ingenuity and originality to your background research, and your recipe for a celebration on one of the following February days is sure to provide spicy results!

February

2—Ground Hog Day
8—Boy Scout Day, part of Boy Scout Week
11—Birthday of Thomas A. Edison
12—Abraham Lincoln's birthday
14—St. Valentine's Day
19-26—National Brotherhood Week
22—George Washington's birthday
27—Henry Wadsworth Longfellow's birthday

"Uses for Waste Materials"

This popular bulletin—first issued in 1939 by the Association for Childhood Education International, and just recently revised—suggests many things that children can make from materials which might otherwise be discarded. How to make a clothespin doll, button mold faces on kid glove fingers to make a puppet; what to do with boxes, barrels, baskets, bags, tissue and wrapping paper have been included here, along with suggestions for making newspapers, catalogues and magazines into sleeping mats, papier mache animals, posters and booklets. Many odds and ends of materials—such as sawdust, ice cream spoons, toothpicks, corks, milk bottle tops—are used in strange and often humorous combinations.

"Uses for Waste Materials," an answer to rainy-day and "what-can-we-do-now?" problems, can be obtained from the Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C., for fifty cents.

Annual Report

Recreation departments are realizing, more and more, how very important a good annual report can be and how much use can be made of it. We all know that people just will not read figures, statistics and long explanations.

For this reason, the National Recreation Association has just issued a compilation of its material on this subject, guaranteed to help you if you are writing an annual report for the first time, and guaranteed to make your new annual report more interesting than last year's. This bulletin may be ordered as MP 419, and is priced at ten cents.

Different Checkers

"Crossing the Board" is a variation of the familiar checker game. One player takes the black and the other the red checkers. Each sets one man on each of the eight spaces across the board nearest him, using both the black and red squares. The object of the game is to get all your men across the board into the eight "home" spaces of your opponent. You may move one space at a time in any direction to a space unoccupied by your own or an opponent's man. You may jump, but you only advance your man and do not "take" your opponent's man when you do so..

Publicity for Recreation

From time to time, the National Recreation Association has issued a number of fine bulletins on publicity and its importance to every recreation department and leader. Believing as it does that good publicity is even more important than ever, the Association has brought all this material together into one mimeographed bulletin. It is now available as "Publicity for Recreation" (MP 424) at twenty-five cents. Be sure to order your copy.

Square Dancing is fun to learn–fun to teach

THIS NEW BOOKLET SHOWS YOU HOW!

Need some ideas for your recreational program? This bright new illustrated booklet will help *you!*

YOUR students will find loads of fun in the age-old steps of the newly popular Square Dance. They'll think it an ideal recreation. You'll find it's fun for everybody because everybody joins in! To show you how it's done, here's a bright new booklet — just full of down-to-earth practical instruction and easy-to-follow pictures. It's written by Chris Sanderson — the "Square Dance King!" You can use it for everyday recreation — or for special parties.

It is offered by the makers of Hires because they believe that Americans of all ages need the sort of friendliness and sociability that Square Dancing provides.

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Please send me_____ copies of your new booklet, "Hires Throws a Square Dance with Chris Sanderson." I enclose 10 cents in coin each for handling and mailing charges. *Please*—no stamps!

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*School*_____

*City*_____ *State*_____

Square dances, of course, formed backbone of festival.

ESTHER R. SHERROD

AMERICAN FOLK DANCE Festival

"EVERYBODY'S DOIN' IT!" Doin' what? Square dancing, of course. Following the fall-winter-spring season of club dances, Pontiac, Michigan's square dance groups join forces for a festival which is the high point of the year's activity. Three adult clubs and one teen-age group take part. The first attempt to stage such a festival was in 1948, when a variety show was presented. Members of the dance groups arranged their own numbers for exhibition, and wore either their club costumes or street clothes.

The 1949 festival was a pageant of folk dancing in America. Starting with a Maypole dance (first done in America in 1628), the groups of dancers traced the development of American dances through the Jazz Age up to the present day square dance revival. Attention was given to the influence of French, German, Polish, Irish, Swedish, Latin American and Negro rhythms, music and dance patterns on "American" dancing.

Costumes provided work for weeks ahead of time, but they were fun, too. The group doing the minuet found that miracles can be accomplished with crepe paper. The ladies' ruffled dresses and the men's short breeches and swallowtail coats were made of it. Incidentally, crepe paper sews even more easily than cloth, and it allows many short-cuts. Foundations are necessary, but these were made from discarded materials and garments. Single-breasted coats were the base on which the colonial gentlemen's coats were sewn, with no damage to the foundation garment. The average cost of a costume, including wigs and hose, for even the most elaborate number, was one dollar and thirty-seven cents—so participants were able to make and pay for their own.

Popular numbers of the program were the Viennese Waltz; the Kentucky running set, accompanied only by drum and hand clapping; the Oriental Lancers, complete with bustles and tails; the Cakewalk, the Charleston, and an exhibition jitterbug! Performers slipped gleefully into unaccustomed roles. The found it was fun to assume "first position" a la 1895 and to bow "from the waist." They appreciated the stately, measured movements of the minuet — those crepe paper breeches wouldn't have withstood the active movements of the cowboy quadrille, and hoop skirts demanded caution in sitting, walking and bowing.

A running commentary, read by a narrator, sketched the shifting social scene of American life. Typical scenes in color were projected on a screen, the slides having been made from pictures borrowed from the Detroit library. A vocalist added color and "folksiness" by singing snatches of "Home, Sweet Home," "Oh, Susanna," "On Top of Old Smoky," and other folk tunes at appropriate spots in the script.

One of the purposes of the festival—in addition to bringing to a climax the year's activity and giving the clubs an opportunity to perform for the public—is to interest more people in square dancing. Consequently, after the show, the public was invited to "do-si-do" and "promenade" with the costumed club members.

Mrs. Sherrod is supervisor of special activities, Pontiac, Michigan, Department of Parks and Recreation.

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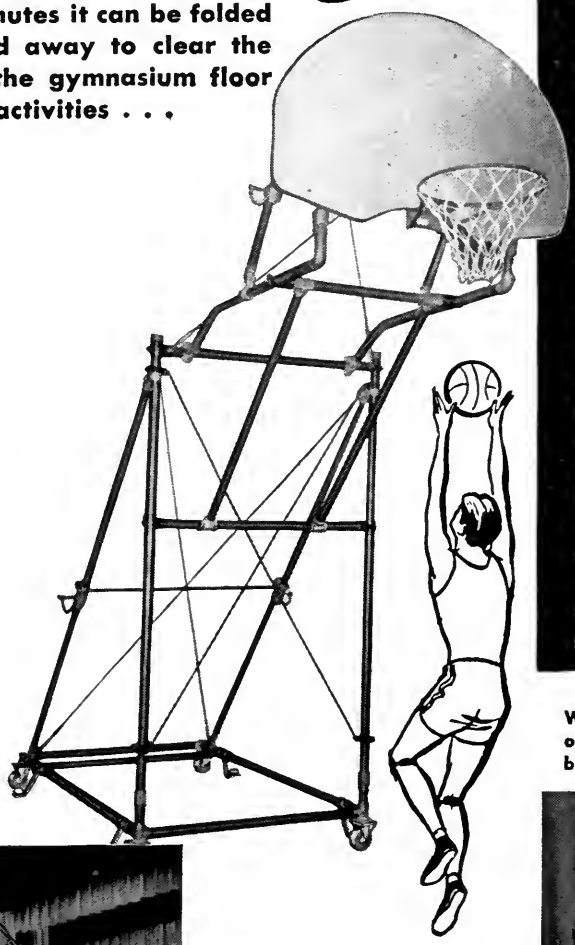
In five minutes it can be folded and rolled away to clear the stage or the gymnasium floor for other activities . . .



In use, it has the rigidity of a stationary backstop . . . but it can be whisked out of sight or set up again in a jiffy . . . It is secured to the floor by four easy-turning hand-wheels that screw into flush floor-plates, so no obstructions remain when the "Rollaway" is stored under the stage or in the equipment closet . . . Simply withdraw four lock-pins and the "Rollaway" collapses, and rolls away on 5-inch casters . . . Yes, these are some of the reasons why Architects, School Boards and Coaches unanimously agree the Porter "Rollaway" is in a class by itself . . . Further, the Rollaway complies with all official requirements, has the bank braced out 5-feet from the vertical support . . . and is supplied with either fan-shaped or rectangular bank . . . Write for attractive price and if for stage use give the distance from stage to playing court.

When folded for storage the Porter "Rollaway" is only 38-inches high (not including the goal). It can be stored under the stage.

Auditoriums can now be free of visible basketball backstops, thanks to the Porter "Rollaway". Removable in 5-minutes, nonetheless the "Rollaway" is as rigid as a stationary backstop.

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In the Field . . .

WILLARD H. SHUMARD

FOLKS IN THE New York office of the National Recreation Association seldom have the opportunity of seeing Bill Shumard around the place, for he is the Northwest District Representative for the Association and, as such, sticks pretty close to the many projects that he has helped get underway in that area. They'll tell you out there that he's a good man, and mean it.

Bill is a young and energetic Midwesterner who genuinely enjoys people, and registers that fact instantly. His hearty laugh has a way of penetrating every nook and corner, for he loves a good joke and does a lot of kidding.

He's been interested in recreation ever since he can remember, and everything he has done in life has led him inevitably toward the sort of work in which he is now engaged. He received his B.A. degree from Peru State Teachers College, Peru, Nebraska, for a physical education and coaching major, and for a strong minor in speech and drama. This last subject always has been one of his favorites. All through his student days he was active in extra-curricular activities—debating, dramatics, swimming, athletics—and was chairman of the student recreation committee.

Directly out of college he coached athletics at Giltner High School, Giltner, Nebraska, and his basketball team won the league championship for two years running. While there he also taught physical education, speech, and dramatics. His next four school years were spent teaching speech, dramatics, and journalism at Bent County High School, Las Animas, Colorado. On the outside he kept busy officiating sports, and organized a community little theater which took over the Presbyterian parish house for the presentation of plays.

He continued recreation work in the summers, and taught a great deal of swimming, at one time managing the large natatorium of Lakeside, in Denver. Before the war, his last four summers were spent in getting his M.A. degree in speech and drama at Colorado State College of Education, and in acting and working as stage manager in *The Little Theatre of the Rockies* in Greeley, Colorado. Just before he went into military service he was head of the speech and drama departments in the Canon City schools, Canon City, Colorado, and also part-time instructor of speech at St. Scholastic Academy there.

Everything Bill has done has been accomplished with an enthusiasm and vigor which makes its success assured from the beginning. He has a flair for the organization of social activities, a way of getting along with people, a sincerity of purpose, which helps get things done.

It was natural, then, that when he joined up he became a Welfare and Recreation Officer in Uncle Sam's Navy. It was while he was assigned as Welfare and Recreation Officer to the Naval Receiving Station, Casco Bay, Portland, Maine, that the National Recreation Association heard about him and decided to watch this promising young man. At Casco Bay there are a group of small islands on which were established a series of recreation installations and a recreation staff of about sixty men. The fleet came in to these islands, instead of to the mainland, and there was a big recreation job to be done. Bill helped do it—in a big way. He was with the Navy for four years.

In the meantime, the National Recreation Association was facing the problem of dividing the large area in the Pacific Northwest into two areas,

and of getting a second district representative to take on the recreation work in that territory. Bill Shumard, upon his discharge from service four years ago, was asked to come to New York for an interview.

"What an interview," comments Bill, "I was greatly impressed! Mr. Braucher, Mr. Reed and Mr. Sutherland fired questions at me for two and a half days. Believe me, it was thorough. They worked on me in batteries, individually and collectively, and even had me bring in Dottie, my wife, so that they could chat with her. They wanted to know my philosophy of life, my attitudes and views on everything."

Apparently he came through with flying colors, for he was offered the job before he left; and, after he reached the west coast, he wired his acceptance. He went to Tacoma, Washington, for three months' orientation with the public recreation department, and then traveled through the area with George Braden for a while. He worked with Spokane as his headquarters for a year, and then returned to Tacoma, where he and Mrs. Shumard now have their home.

Bill had met attractive Dorothy Shumard at Peru State Teachers College and she has been extremely helpful and sympathetic with his work. She travels with him as his secretary, assisting him with his correspondence and reports.

A district representative has a busy time of it, and is constantly on the move, but the work is far reaching, and Bill is thrilled with its scope and challenge. Among other things, it is the job of the district representative to help communities with no recreation program to get started, to set one up; to bring new information, new methods, suggestions to established recreation departments; to speak to local groups, to personnel; to help arouse local interest in recreation, fund raising, special programs; to help in the selecting and guidance of personnel.

A district representative guides communities to whom recreation is new, through correspondence and personal visits. He helps set up a recreation council with representatives of various local organizations, and guides them in forming a smaller, more streamlined group which might be a commission, board or recreation committee. He works with city officials so that the city government will be aware of, and interested in, the need and local desire for a recreation department. He helps in setting up city ordinances, recreation budgets, plans for money raising; sits in on meetings, and attempts to get various local authorities, schools and other agencies, interested in the project; helps them to take advantage of all facilities and existing resources of the community for raising money to form a department which will offer a balanced program for people of all ages. He helps find a director and assists the director in getting things properly underway. Bill Shumard, with his ability to organize and to get along with people, fitted into this community picture very well indeed.

An Association district representative holds a district conference every year so that municipal and other public recreation administrators can exchange information and experience on the practical day-to-day problems they face. He makes available to the delegates and to the cities he visits the total services of the Association; schedules specialists on the Association's national staff to talk, lead panel discussions, and so on.

Bill approached his responsibilities with humility and an eagerness to learn. He states: "A young and new district representative like myself owes much of the success he may achieve to the way in which he is received and helped by public administrators and executives in the field. They always lean over backwards to offer all possible assistance. One is constantly grateful and never stops learning."

One of the things that he finds most satisfying about his job is that he may go into a community where there is no interest in recreation, drop as many seeds as he can, leave thinking they won't develop for years, and yet get a call six months later asking him to come back. In a couple of years there may be an active department.

"Especially is one thrilled with growth," says Bill, "growth of understanding of the recreation movement; of what can be done, needs to be done; of what individuals themselves can do to make their own lives richer."

Bill was born on a farm and always has loved the out-of-doors. He enjoys outdoor cooking and camping, and carries camping equipment in the car just to have it handy. For the last two years he and Mrs. Shumard have gone to Olympic National Park on their vacations and "back-packed up into the hills."

They both love to dance, too, and are very much in evidence on the floor at the dancing sessions during national recreation congresses. Bill's other leisure-time interests are fishing, the theatre, of course—though he hasn't much time to devote to dramatics these days—and his automobile. He loves to drive, to tinker with the car, and he really knows what makes it tick.

The recreation interests of his district, his wife and himself seem to be in hand. Good luck, Bill!

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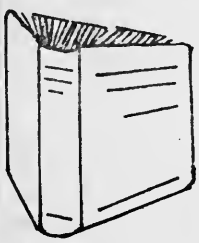

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Magazines and Pamphlets

Design Technics. Design Publishing Company, Columbus, Ohio.

Parents' Magazine, November 1949
Why Play Is Important, James L. Hymes, Jr.
Television and Your Child, Henrietta Battle.

Selective Bibliography on the Welfare of Older People. Welfare Council of New York City, 44 East 23 Street, New York 10. $1.00.

Growing Up Socially, Ellis Weitzman. Science Research Associates, Incorporated, 228 S. Wabash Avenue, Chicago 4, Illinois.

Getting Along in the Family, Jane Mayer. Bureau of Publications, Teachers College, Columbia University, New York. $.60.

Pacific Crest Trailway, Clinton C. Clarke. The Pacific Crest Trail System Conference, Pasadena, California. $2.25.

Parks and Recreation, October 1949
New Recreation Areas Along the Charles River Basin.
Music in the Parks, Paul V. Brown.
Maintenance Mart.

The Survey, October 1949
Neighborliness at the UN, Roger William Riis.

Journal of Physical Education, September-October 1949
Square Dancing—An Ideal.
Recreation Activity, Laurence B. Cairns.

Beach and Pool, October 1949
Algae Control, F. R. McCrumb.
The Pool's Safety Program, John B. Dunne.

Junior League Magazine, October 1949
Talent Unlimited, Mary Brinkerhoff.
Indian Pageant, Jan Cheairs.
Focus on the Festival, Helen H. Thenebe.

American City, October 1949
Needed: More Municipal Golf Courses, Robert Bruce Harris.
Playgrounds at New York Housing Projects.
Is It Legal to Pay Convention Expenses of Public Officials? James A. Tobey.

Scholastic Coach, October 1949
School Your Officials, Irwin Klein.
Standard Layout for Football Lighting.

Journal of American Association for Health, Physical Education and Recreation, October 1949
Problems Involving Legal Liability in Schools, Donald P. Guenther.
The Case for Co-recreation, Hollis F. Fait.

Books Received

Cinderella Puppet Show. Simon and Schuster, New York. $1.00.

Community Centres—Planning Procedure and Standards. School of Architecture, University of Manitoba, Winnipeg, Canada. $1.00.

Educators Guide to Free Slidefilms—1949. Educators Progress Service, Randolph, Wisconsin. $3.00.

Manual of Lifesaving and Water Safety Instruction, Charles E. Silvia. Association Press, New York. $4.50.

Miniature Course Planning, Construction and Maintenance. National Golf Foundation, Chicago 5, Illinois. $1.00.

Planning Your Home Workshop, edited by Sam Brown. Popular Mechanics Press, Chicago, Illinois. $2.50.

Plant in My Window, The, Ross Parmenter. Thomas Y. Crowell Company, New York. $2.50.

Popular Mechanics Christmas Handbook; Popular Mechanics Money-Making Hobbies. Popular Mechanics Press, Chicago, Illinois. $2.00 each.

Right Dog for Joe, The, Irmengarde Eberle. Dodd, Mead and Company, New York. $2.50.

Social Welfare Forum, The. Columbia University Press, New York.

Sports Officiating, edited by Elmer D. Mitchell. A. S. Barnes and Company, New York. $4.00.

Square Knot Handicraft Guide, Raoul Graumont and Elmer Wenstrom. Cornell Maritime Press, Cambridge, Maryland, $3.50.

Teaching Beginners to Swim, compiled by Beach and Pool. Hoffman-Harris, New York. $2.50.

Youth—Key to America's Future, M. M. Chambers and Elaine Exton. American Council on Education, Washington, D. C. $2.00.

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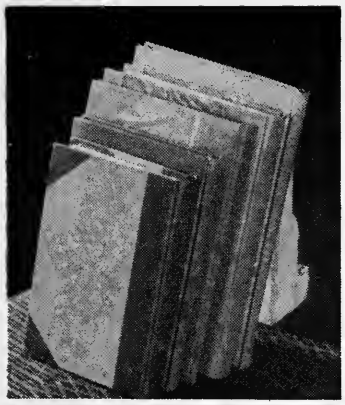

New Publications

Covering the Leisure Time Field

Community Sports and Athletics

National Recreation Association. A. S. Barnes and Company, New York. $4.00.

IN WRITING the National Recreation Association regarding this new book—which was edited for the association by George D. Butler—Harry Hainsworth, director of recreation in Buffalo, who is familiar in the sports and recreation field, says:

"Mr. Butler's book on *Community Sports and Athletics* is one of the most comprehensive publications of its kind which I have ever been privileged to read. Among the impressions gathered is the skillful approach to the various phases of competitive sports. The information is presented in such a manner as to simplify the application of principles by the newcomer to the field, yet presenting a clear picture of up-to-date thinking for the well-initiated. Recreation directors throughout the land should welcome this book. It will add greatly to efficient competitive sports programs and should be in the library of any one who is interested in the field of recreation."

Sports Officiating

Edited by Elmer D. Mitchell. A. S. Barnes and Company, New York. $4.00.

THIS BOOK, brought out last October, by this time should be on the reference shelf of recreation leaders who are called upon to do sports officiating, or who have anything to do with the administration of athletic contests. The material, which has been gathered together from the varied experiences of five individuals, discusses the administration, judging and refereeing of forty sports—among them, basketball, football, baseball, fencing, archery, bowling, golf, rifle shooting, bait and fly casting including skish, curling, lacrosse, ice hockey, skiing, boxing, wrestling, tennis, and so on.

Excellent bibliographies are included and the nice part about it is to find all of these sports between the covers of one book. In addition, the authors conveniently organize each official's duties under the headings, *Before the Game, During the Game, After the Game,* presenting only those rules which involve actual techniques.

Play with Plants

Millicent E. Selsam. William Morrow and Company, New York. $2.00.

THIS LITTLE BOOK is not about gardening, but about experiments one can make indoors with jars, dishes, aquariums and flower pots. For instance, do you know what can be done with radish seeds? Colored ink and a carrot? Canary seed? Parsnips or a sweet potato? Graphic drawings on practically every page add to the explanations. This is guaranteed to launch either children or adults on a plant-growing project that can be exciting as well as fun.

The Keene Party Book

Frances W. Keene. Farrar, Straus and Company, New York. $2.50.

RECREATION LEADERS might well make a note of this book to recommend to anxious mothers

who ask for advice and suggestions for putting on a children's party. Mrs. Keene, having raised four children and being an imaginative person, has worked out ideas to make such parties as exciting and full of fun as possible. These are not elaborate or time-consuming in preparation, and are the result of her own practical experience.

Material is presented for large groups, as well as small ones; explicit directions are given for making attractive, inexpensive invitations, table and room decorations, party hats and other favors. No experience or training is needed. Valentine decorations and hats, for instance, require such simple materials as red cardboard, red and white crepe paper, paper doilies and an old hat box. The suggestions are clarified by sketches.

Rural Welfare Services

Benson Y. Landis. Columbia University Press. New York. $3.00.

DR. LANDIS has prepared a useful summary of rural social needs and existing services. He also points out current gaps in services and suggests ways of filling them. The chapter on recreation covers briefly both small towns and villages as well as the open country. Also included in the book is a list of governmental and voluntary agencies serving the rural field, and a selected bibliography.

Guiding Homeroom and Club Activities

Ruth Fedder. McGraw-Hill Book Company, New York. $4.50

WRITTEN FOR CLASSROOM teachers, *Guiding Homeroom and Club Activities* describes and analyzes social group work procedure and applies its principles to group leadership in extra-curricular activities. It draws freely on club and homeroom experiences to cover the leader's role in the evaluation of what group work means to the adolescent boy and girl. The book should prove helpful to all leaders of adolescent groups.

A Text that "Has No Peer"

The National Recreation Association announces that, since last February, 7,200 copies of the new edition of *Introduction to Community Recreation* have been sold. The book is being widely adopted by colleges, 206 so far, as a textbook. Among the many excellent comments about it are:

Professor D. B. Van Dalen, Department of Physical Education, University of Pittsburgh—

"The edition is remarkable for its balance of breadth and detail. The author has skillfully selected the most pertinent materials for obtaining a comprehensive picture of community recreation. The treatment is clearly stated and brings together all the present developments."

Professor Jay B. Nash, chairman, Department of Physical Education, Health and Recreation, New York University—

"*Introduction to Community Recreation* by George D. Butler stands foremost in the publications dealing with recreation. The book is well documented and extensive in its coverage. It has no peer today in the field of community recreation."

Professor F. J. Moench, Director of Training, Health, Physical Education and Recreation, State Teachers College, Cortland, New York—

"We consider this book a most valuable one and use it as a text in our introductory and advanced courses in community recreation. Inasmuch as we train undergraduate majors in recreation, and want to have them as well prepared for the broad community program as possible, we are very pleased that such a comprehensive and authentic book is available for our use."

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Recreation Training Institutes

January, February and March

HELEN DAUNCEY Social Recreation	Hayneville, Alabama January 2-6	Miss Hulda Coleman, Superintendent of Schools, Lowndes County.
	Selma, Alabama January 9-13	Miss Dorothy Hixson, Home Demonstration Agent, Dallas County.
	Mobile, Alabama January 16-20	J. K. Clark, Superintendent of Schools, Mobile County.
	Fort Payne, Alabama January 23-27	Harold Hayes, Superintendent of Schools, DeKalb County.
	Huntsville, Alabama January 30-February 3	Dr. Harvey D. Nelson, Superintendent of City Schools, Huntsville County.
	Pacific Southwest February 13-March 24	Schedule being developed.
ANNE LIVINGSTON Social Recreation	Daytona Beach, Florida January 9-20	George F. Robinson, Superintendent of Recreation.
	North Carolina January 23-27	Dr. Harold Meyer, Post Office Box 1139, Chapel Hill, North Carolina.
	Winston-Salem, North Carolina January 30-February 3	Loyd B. Hathaway, Superintendent of Recreation.
	Joplin, Missouri February 7-10	Rev. Edwin G. Michael, South Joplin Christian Church, 19th and Pearl Streets.
	Topeka, Kansas February 13-17	Miss Louise A. Scott, Executive Director, Topeka Girl Scout Council, 213 Stormont Building.
	Portland, Oregon February 27-March 3	Miss Dorothea Lensch, Director of Recreation, Room 115, City Hall.
	Seattle, Washington March 6-17	David J. Dubois, Superintendent of Parks and Recreation, 608-A County City Building.
	Yakima, Washington March 20-24	Ed. Putnam, Metropolitan Park District.
FRANK STAPLES Arts and Crafts	Wilkes-Barre, Pennsylvania January 23-February 3	Miss Ruth E. Swezey, Executive Director, Playground and Recreation Association of Wyoming Valley.
	Newport News, Virginia February 6-17	C. C. Nixon, Director of Recreation, Department of Public Welfare.
	Raleigh, North Carolina February 20-March 3	Ralph J. Andrews, Director, Parks and Recreation Department.

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Your wife's eyes: What will you read in hers when she asks whether you can afford that modest cottage that's for sale?

Your boy's eyes: What will you see in his eyes the day he asks whether you can afford to send him to college?

Your own eyes: What will the mirror tell you about them when it's time to retire, and take things easier?

There's no better time than right now to sit back and think what *you* will see in your family's eyes a few years from now.

Whether they glow with happiness or turn aside with disappointment depends, to a very large extent, upon what you do *now*.

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Recreation

FEBRUARY, 1950

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Cover Picture

THE VALENTINE

Remember the excitement of that Valentine Box in school? The beautiful or comic valentines? The thrilling parties with red and white decorations and candy hearts that told your fortune? As recreation leaders let us keep ever before us the days when "our hearts were young and gay."

Photo courtesy of Harold M. Lambert Studios, Philadelphia.

NEXT MONTH

our March issue will carry the yearly index for Volume Forty-three of RECREATION. *Among others, don't miss the good articles: Recreation for Teen-age Servicemen; Functions and Duties of Boards; Camping for Oldsters.*

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Recreation

FEBRUARY 1950

THE MAGAZINE OF THE RECREATION MOVEMENT

The Fullness Thereof

"THE EARTH IS the Lord's and the fullness thereof." Strong, joyous, lighthearted daily living belongs to those who believe in a living God. Abundant living belongs to all men, but there is something the matter with men and women who follow the living God and who do not have good fun every day—even if there be clouds and rain and thunder on the right and thunder on the left.

These days of heavy international clouds are days of testing. They are days of special testing for those who believe in a living God.

It is true that America is the home of many who do not believe in God, as well as those who do, but there is a special charge on those who do believe, who see God undefeated, who see man undefeated even if thousands of men are defeated, even if whole centuries are defeated.

Those who do believe in a living universe.

a living God
man who in the long run is undefeated
an eternal quality in the best of life itself know that honor must be kept
that a spirit of good cheer and good fun must be kept
that just going on breathing is not at all essential.

It is hard to see how those who do believe in a living God, those who do have faith that the world can progressively be made God's world, can keep from giving their full strength to making daily life for all abundant and permanently satisfying.

The songs, the dancing, the music, the sports, the good cheer belong to a living God and to all his children.

Those who see no living God also have reason to support richness of living here and now, in the daily present, for they, too, whether they know it or not, are so built that they can know fullness of joy only in a joyous world.

True, this is a serious world with serious problems, but real joy and really satisfying activity with one's fellows in no way lessen seriousness and depth. In fact, is it not true that those who have the greatest capacity for joyous living and for making the world about them joyous have the capacity for most of depth and seriousness? It is not our Abraham Lincolns and our Will Rogers' who live shallow lives.

HOWARD BRAUCHER.

Howard Braucher's editorials will be used through Volume Forty-three. This one has never before appeared in print.

Certain Basic Assumptions

UNDERLYING THE WORK OF THE NATIONAL RECREATION ASSOCIATION

1. Life grows by action. It is through expression, through wholehearted investment of their energies and talents that people become and continue to be buoyantly alive. The law of life is that it shall be saved by expenditure.

2. Since workers are less and less finding an outlet in industry for the adventurous and creative spirit, they must increasingly learn to find that outlet in leisure time.

3. Particularly in our complex and changing age, mental health and integration of personality demand participation and a pouring out of creative energy.

4. Play is that activity which is interesting and satisfying in itself. It is under the motivation of play impulses that the highest creative skills are born. These skills not only have a value in the play life but they carry over into what we customarily consider the more serious and difficult aspects of life—home life, civic enterprise and industrial activities.

5. Morality involves, among other things, purpose, choice, planning. These are characteristic of the freedom of leisure. Thus leisure affords tremendous character opportunity. The good life is characterized by rich and growing interests and satisfactions. Freedom, too, is associated with growing powers. Increased skill brings new powers, new controls, and leads to greater freedom.

6. Participation, rather than vicarious experience, is important in the realization of these values.

7. Participation in group activities trains in citizenship. The development of enjoyed play and recreational opportunities and activities can contribute to the development of community loyalty.

8. Appreciations are closely associated with participation. Those who are skilled in activities are more likely to appreciate real values, standards, skills and beauty.

9. Leadership is of primary importance. The leader must understand people, their desires, needs, and possibilities. He must himself possess skills or know how to secure the services of leaders representing a great variety of skills for teaching, guiding, directing. He also must be an individual of well-rounded personality and upright character, with power to influence character and personality in both children and adults.

10. A community program for recreation must include the discovery of potential interests, talents and skills, training and education in the creative use of leisure, and a wide variety of opportunities to serve the multitudinous interests—physical, social, musical, dramatic, nature, and so forth—of different individuals.

11. Local government, the collective agency of the people, is responsible for fostering and administering such a rich program of leisure-time opportunity. With the expenses borne by the taxpayer, there can be developed democratic opportunity for all to participate in a variety of desirable and rewarding activities. Such democratic provision of enriching experience to all of its citizens will help to develop loyalty toward the democratic community.

JOSEPH PRENDERGAST

NEW EXECUTIVE DIRECTOR

As we go to press, we are happy to announce the appointment of Joseph Prendergast, New York lawyer and official of the State Charities Aid Association of New York, as executive director of the National Recreation Association. Mr. Prendergast will shortly take over his new post, a leading position in the national recreation movement. He assumes the executive responsibilities formerly held by the late Howard Braucher.

A former assistant to the United States Attorney General and, before that, associated with the New York law firm of Sullivan and Cromwell, Mr. Prendergast entered social work in 1946, following his discharge from the Army as Major. He studied at Columbia University's New York School of Social Work where he majored in community organization, receiving a Master of Science degree in 1947. Mr. Prendergast has been with the State Charities Aid since then—first as assistant and later as executive secretary of its Welfare Legislation Information Bureau. During the same period he has been a member of the faculty of Columbia University where he gave a course in social legislation.

As executive director of the National Recreation Association, Mr. Prendergast will head an organization which, for more than forty years, has played a leading role in the development of community and municipal recreation. The Association, through its headquarters and field staffs, each year serves several thousand communities throughout the country, government units as well as many individuals, industrial firms, churches and other groups interested in recreation. The Association is supported by voluntary contributions.

Mr. Prendergast, a native of Chicago, attended the Evanston, Illinois, public high school, Phillips Exeter Academy and graduated from Princeton University, class of 1927. While at Princeton he was star halfback and the only student in its history to have been elected president of his class in each of his four undergraduate years. He studied law at Balliol College, Oxford, and as a member of the Inner Temple qualified for admission as barrister-at-law.

Associated first with Sullivan and Cromwell, and later with the legal firm of Osborn, Fleming and Whittlesey, also of New York, Mr. Prendergast was with the United States Department of Justice during the years between 1934 and 1942. He filled a variety of posts in the department, as assistant to United States Attorney in the Southern District of New York, as special assistant to the Attorney General, as assistant to Mr. Justice Stanley Reed, chairman at the time of the President's Committee on Civil Service Improvement, and as assistant chief of the special War Policies Unit of the War Division, Department of Justice.

He enlisted in the Army in 1942, serving overseas with the 12th Armored Division, was wounded, captured and escaped in Germany in 1945. He is now a Major in the Armored Reserve Corps.

Joseph Prendergast is a man of vision and great sincerity of purpose. He brings to the National Recreation Association those qualities of mind and spirit, and of leadership, so essential in furthering the growth and development of its vital work in the field of human service.

The Oldest Form of Drama Renewed

ADELE GUTMAN NATHAN

☆ ★ ☆ THERE IS A new off-Broadway activity—the historical spectacle—breaking out like a rash on the face of the U. S. Although it has not yet reached epidemic proportions, there are signs that after another year of incubation it may sweep the country. To speak more plainly, we seem to be on the verge of a renaissance of that oldest form of theatrical entertainment—the very exciting pageant.

Since, at the moment, there is no central clearing house, it is impossible to estimate the number of pageants being presented this year, but I have personal evidence of the fact that at least 2,000,000 Americans are sitting outdoors on warm summer evenings, watching hundreds of their fellow citizens re-enact scenes from local and national history.

Let us take a look around. I have recently staged an historic spectacle at Winston-Salem, North Carolina, a feature of the Piedmont Festival. We called it the Forsythorama, and it is the story of 100 years of Forsyth County history. Seven hundred people enacted the scenes in the big football stadium. Many of them brought horses, mules and oxen, old vehicles and old automobiles, at their own expense, to ride or drive in the show. In addition to the actual participants, business houses, organizations, and churches donated services as different as the installation of a complete sound system and the erection of the great 200-by-60-foot stage.

Before the performance began, the big parking lot behind the stadium resembled a picture by Renoir, for the pageant participants in their costumes—many of which they had made themselves—tethered their animals in the surrounding pine woods, spread their tablecloths on the grass, and gave themselves and their families a hundred gay communal, old-fashioned picnics. When the time came for the performance itself, 11,000 paid spectators gathered in the stadium—more than had ever been there before, except for two occasions—one a gala football game and the other for the appearance of Bob Hope in person.

Two weeks later, a different kind of historic spectacle opened for its second year in Chicago. Here the 200-odd actors were all professionals, but the audience was much the same. In its first year, "Wheels A-Rolling," for which I was asked to "dramatize" the script, played to 1,800,000 people and, according to early reports, it seems that this total may now be surpassed in the first three months of its next run!

Down the line at Williamsburg, Virginia, Paul Green's "Common Glory," in its third season,

totaled up an attendance of 75,000 between May and September. Professor Green calls his productions "music dramas" but, essentially, they are pageants. The one at Roanoke Island, "The Lost Colony," is a smaller operation. The delightful outdoor theater seats fewer people but there, too, the yearly attendance runs well into the thousands.

To mention only a few more historic spectacles, some have recently taken place in spots as divergent as Malden, Massachusetts; Salt Lake City, Utah; Cherokee, Tennessee; Fort Houston, Texas; and Columbia, California. Add to even these few the regular yearly festivals all up and down the Pacific Coast—in Santa Barbara, Palo Alto, Pasadena, the centennial in Wisconsin and the yearly festival in Interlaken, and it is easy to see that America is fast becoming pageant-conscious.

There are many reasons for this. First and foremost, the audience need not be theater-wise. The stories are simple and, in most cases, familiar. The entertainment is appropriate for children and adults alike, and families may attend en masse. The price range is right, too—in most cases about that of a motion picture show.

Secondly, on the practical side, pageants are popular with chambers of commerce, business and industry because they stimulate the tourist trade and serve as a means of promotion for those communities in which they are held. In recent years, when the playgrounds of Europe were inaccessible, the tourist trade boomed in this country and now every community in America wants to preserve that happy situation. Also, it has long been realized that nothing catches the public as much as a living show. Actually, the pageant is the oldest form of dramatics in Western culture. The medieval church used it to sell the idea of heaven; today, it sells America to an enthusiastic audience.

On the less material side, pageants are popular because they solidify the community. They involve everybody. A woman who can sew a seam, a man who can hammer a nail, a group that can do a square dance, or an industry that has a picturesque background—all these can contribute equally to the success of the undertaking. The pageant involves the arts—music, drama, the dance—and crafts. It utilizes the radio. In a word, the pageant emphasizes the folk element inherent in the American culture—that great, elusive form that we are endeavoring so desperately to reduce to understandable terms in these troubled times.

More than this, there is a resurgent interest in patriotism. America is reliving its past and looking toward its future, and the historic spectacle is an ideal vehicle for dramatizing the exploits of democracy. Then, too, in the American scene, we are just entering a period of centennials —centennials of cities, states; centennials of industries—all excuses for pageantry.

Strangely enough, there was a revival of pageantry immediately following World War I, but it killed itself off through its very vitality. Every school, every group at every crossroads community "pageantized" something. Because the pageant went abstract, became difficult to follow and unreal, it finally languished and died. But today a new kind of pageant—the historic spectacle or music drama or whatever you wish to call it—is adhering strictly to realism. Those of us embroiled in it realize that the American audience has been educated by the motion picture to expect certain standards of production, certain neatness of presentation, certain real theatrical values.

Men like Kurt Weill, Charles Vardell, Tom Scott, Ferde Grofe and Sigmund Spaeth search through our folk music to create the accompanying scores. Actors like Claude Rains, Charles Coburn, Henry Hull, and actresses like Florence Reed, Katherine Grayson and Branche Yurka are willing to appear. Except for Professor Green and Arnold Songaard, very few really fine writers have worked in this field, but this apparently is because a pageant is a thing to see rather than to hear. Among the designers who have lent their talents are Henry Dreyfuss, Raymond Sovey, Albert Johnson and Alfred Stern.

During this next year, in the full flood of pageantry which is approaching, we will be able to evaluate its impact on the American scene. So important has this activity become that the American Heritage Foundation which, because of its experience with the tour of the Freedom Train should certainly know what the American people are thinking, has just sent out a kit for the celebration of holidays, an important part of which is a pamphlet on how to produce pageants.

At present, Mrs. Nathan is teaching industrial dramatics and pageant-directing at the American Theater Wing Professional School, New York City.

H. R. 2026

At a meeting of the full Committee on Education and Labor of the United States House of Representatives on January 23, it was voted to "table indefinitely" H. R. 2026, the proposal to establish federal recreation services in the Federal Security Agency.

Put on by a department of community recreation

Valley

A pageant showed industrial growth of valley from time of first white man to present day prosperity.

The whiskers champion. Below: community folks did their own float building and decorating.

THIS IS A tale of how six southern textile communities recently pooled their resources and effort in a community-civic project during National Cotton Week.

King Cotton still reigns in the Chattahoochee Valley. "The Valley"—as it is familiarly called—consists of six small towns, five of them—Lanett, Shawmut, Langdale, Fairfax and Riverview—in central eastern Alabama and the other, West Point, across the line in Georgia.

These six towns, because of their close proximity and common interests, function as one community and have their individual recreation departments coordinated under one director, Robert A. Turner of West Point. The cotton mills are the chief livelihood of the valley. Under these conditions, National Cotton Week offered an ideal opportunity for the staging of a community-wide festival.

The program, headed by Mr. Turner, involved a five-day festival in which all the phases of his well-organized recreation department would work hand in hand with the mill company, the civic clubs, the merchants and the schools. The idea of a festival evolved from a succession of employee performances — musicals, minstrels and variety shows—which formerly had been staged to celebrate National Cotton Week. There had been one major drawback to these celebrations—the necessity of limited participation.

This year, the entire festival was based on the assumption that participation is indispensable to interest. The jobs of planning, finance, publicity

Cotton Festival

EDWIN O'NEAL TIMMONS

and pageantry were delegated to a steering committee headed by a group of prominent, representative men from the six towns. Subcommittees utilized the talents of an additional sixty prominent men and women.

The skeleton framework of the festival was an historical pageant entitled "Echoes of the Valley," depicting the history and development of the valley towns and their textile industry. A local newspaperman and historian gathered the data for the pageant, which was presented on a 300-foot stage in Jennings Field, the valley's baseball park. It was a magnificent and dramatic spectacle, with a cast of 600 performing in period costumes.

Histories are, as a rule, notoriously dull and dry, but everybody loves a show. I daresay the people of the valley learned more about the history of their community in that one evening than they would in their entire lives.

The program lasted most of the week—from Tuesday to Sunday. All the valley cotton mills were open to home folks and visitors, and local school children devoted a whole day to the study of cotton and the textile industry. The pageant was given for four nights, with a grand parade—which turned out to be miles long—on Saturday. Valley merchants featured window displays of cotton or of historical interest; style shows of cotton were given before the presentation of the pageant; band concerts, a community-family picnic, valley-wide vesper service, flower show, talent show, baby show, tournaments, contests and square dances were held.

Participating organizations cooperated wonderfully by building floats for the parade—which were required to be homemade, setting up concessions, preparing window displays, and taking active part in the program. Civic clubs and the schools joined in wholeheartedly when asked.

The parade was a tremendous success and, as the *Atlanta Journal* stated, "the handsome floats in this amazing spectacle repeated parts of the valley story told in the pageant . . . Automobiles and spectators — thousands of each — lined the streets and highways . . . More than 1,000 people from clubs, churches, civic groups, stores and factories had worked to build and decorate the floats . . . many of which were decorated not with crepe paper but with valley products . . . The parade ended when the floats came back to Shawmut, Alabama, where a family picnic for the whole community was held on the Shawmut Circle, a tree-covered park in the center of town. Floats lined up end to end about the circle like colorful vans at a carnival. Inside the ring, all three bands took turns giving a concert."

The problem of paying the costs of professional advisors and the like was taken care of through the sale of pageant tickets. The prices were set at a reasonable rate so as not to be prohibitive—seventy-five cents for adults and twenty-five cents for children.

Advanced sale tickets were utilized as the method of electing the Valley Cotton Queen, whose role it was to reign majestically over the pageants, parades and the Queen's Ball. Each ticket purchased allowed one vote for a candidate. Candidates were sponsored and nominated by civic clubs, schools and other organizations.

The festival evoked so much enthusiasm, and was so well received, that the people of the valley have decided that National Cotton Week will continue to be celebrated with the Valley Cotton Festival. Yes, in the deep South, cotton is king!

Edwin Timmons is journalism student at Auburn.

Address presented at annual district recreation conference, Battle Creek, Michigan

CHASE HAMMOND

"DAY CAMP"

I CAN THINK of no one who is in a position to get a kick out of and enjoy a job as much as those of us who are in recreation promotion. There are but few occupations where a person can dream up big ideas, put them to work, and watch from the background while hundreds of youths and adults have the time of their lives. Of course, there is a lot of hard work between the original idea and the happy expressions and joyful laughter. It seems to me, however, that when our programs get to the point where the same things happen year after year—and we too often are satisfied with the "status quo"—we not only lose support for our programs, but we lose the thrill of seeing new activities really "pan out."

Such a thrill as I have tried to explain can reach its highest peak in building a good day camp program. True, it does take some nerve and a lot of good planning, but it is well worth it in terms of happy youngsters and enthusiastic parents. Our day camp idea began to formulate in Muskegon, Michigan, three years ago this spring. It was obvious that finding a site would not be difficult, for there is an abundance of lakes, woods, and hills in our area. The main drawback was the lack of finances for such a venture. A unique sponsorship developed after discussing the project with several folks. Some good promoters became interested and finally approached the right group —the A. F. of L. and C. I. O. labor unions combined forces to take on the day camp project.

They appointed a committee composed of equal representation from each union, began a money-raising campaign, and got themselves all excited about the possibilities of such a program. All agreed that here was a project for all the community, something that they had been seeking. Here was a project to provide a camping experience for their own children as well as for the children of others who were interested. They agreed that, except for age limitations, there would be no restrictions and no cost to the child.

Now we had what we wanted—only more of it —for we had been thinking in terms of fifty boys and girls, and this program was being proposed to take care of 100 to 150 every week! We had thought in terms of $2,000 for the program, and $10,000 was raised for it. All that remained to be done was to plan the program, employ and train the staff, make arrangements for transportation, insurance, food, get the camp site and a few other details. All of which made us wonder if we hadn't taken a pretty big bite of something.

These needs got us involved in reading about other camps from magazines and booklets on day camping. It soon was evident that the term "day camp" had come to be applied to a variety of outdoor experiences, and in many cases there was little that had any connection with camping. What a day camp is supposed to be is boiled down by Reynold Carlson, whom we all know as an authority in nature and camping. He says: "Day camping is an organized outdoor experience in group living conducted on a daytime basis. It is generally carried on in a close-to-home situation so that the camper may sleep and eat his morning and evening meals at home and, yet, during the day, participate in a program related to living in and enjoying the out-of-doors. An emphasis upon nature must be the core of the day camp program."

With help such as this, and material prepared

Mr. Hammond, Muskegon's recreation director, led day camp discussions during the 1949 NRA Congress.

by other specialists, we began to work out details. Let's begin with the site, for much of the program depends on the kind of site available. It is interesting to note that many recreation departments have been able to conduct a good day camp in a remote section of a city park or on a private estate. Others have chosen a site on the outskirts of the city in a county or state park or in a country school yard. Some travel forty miles or more to the camp. We have been extremely fortunate in our site, since the Muskegon State Park, which has ideal facilities for every kind of camping and outdoor life, is only eight miles from downtown Muskegon. Located on the area are four Adirondack-type shelter buildings, fire squares, water pumps, and adequate toilet facilities. A barracks building has been brought in and installed for headquarters, first-aid station, and food storage. A half-mile hike brings campers to the Lake Michigan beach for swimming and beach play. Nature and hiking trails are numerous and interesting sights include a hidden lake and an historic blockhouse. It is one of those dreamed about places where one walks on a thick carpet of pine needles. The facilities are excellent and State Park officials cooperate in fine fashion.

The second item of concern to us was the matter of transportation. As we read about various day camp programs, we noticed that all means of transportation are used. In some cases the site is close enough so that the group walks, while others use streetcars, public buses and trucks. I would question any means of transportation which does not give the leaders adequate control over the youngsters. We have been fortunate in having the use of school buses. From thirty to fifty children and at least two adult leaders ride in each bus. The buses are driven by the men leaders and left at camp for the day. This method of transportation appears to me to be the most desirable, not only from the safety standpoint, but from the sheer fun of riding together, singing and playing games to and from the camp. The total cost of the use of the three buses for eight weeks is about $300, plus insurance. By this method, there is no danger of losing any campers en route, and the danger from accidents is reduced to a minimum. Buses leave from a different school every week, and one bus leaves from the central bus station every day. The children are picked up at nine-fifteen a.m. and returned to the same spot at four forty-five p.m.

Important items in any camping program are the costs of various items and the fees to be charged. After two years of operation we have a very good picture of probable cost for a situation similar to ours. I should mention first that our camp operates eight weeks, five days a week. Children sign up for one-week periods. During the 1947 season, 710 campers were accommodated; 1,188 registered for the 1948 season. The following are costs per child per day:

Cost of leadership	$ .44
Cost of food	.31
Cost of maintenance and operation	.23
Total cost per child per day	$ .98

The question of fees to be charged depends upon the local situation. In going over fees charged at various camps, I find a charge anywhere from none to three dollars per week. It has been my feeling that all campers should pay at least a small registration fee; in our case, however, the union group had plenty of money for the project, and did not want to make any charges.

Food for the noon meal is taken out in the morning. The rural milk and bakery trucks leave fresh milk and bread each day. Every child is given a pint of milk, meat to be cooked over the fire at noon, fresh vegetables, potato chips, cookies, oranges, and the like. There is plenty to eat for all, and the biggest thrill of the camp comes in the cooking experience. A large refrigerator was donated to the camp by a local industry, and this is used to keep leftovers. There is no place to spend any money and no provision is made to buy candy or pop.

The need for capable and adequate leadership is of primary importance. Recreation directors realize this fundamental fact and apply it as best they can with the finances available. It is especially true in a camping situation, where only the best leaders should be in charge of the away-from-home youngsters. Some authorities recommend one leader for every six campers. It varies from

this figure to one leader for every twenty-five or thirty campers. In our case, we try to have one adult and one junior leader for every twenty-five campers, which makes a ratio of one leader to twelve and one-half children. The director is not included in these figures. We have felt, for our situation, that we have adequate leadership coverage. This summer, with an expanded camp in prospect, we anticipate keeping the same proportion for the campers, whom, we expect, will number from 1,600 to 2,000.

Programs should be built basically on nature and out-of-door living themes. It is generally agreed that the day camp should provide experience in outdoor living, which cannot be done so well on the playground or in the back yard. Consequently, we have tried to make the program as informal as possible, but at the same time, presenting opportunities for the youngsters to learn how to cook and make fires, to use an axe, to take care of themselves in the woods, to prepare a camp site, to dispose of refuse; to enjoy nature crafts and games, hiking, informal games, swimming, and just playing on the beach.

We divide our camp into units of twenty-five or less campers. Divisions include boys eight through ten years of age, girls eight through ten, boys eleven through thirteen. These units are spread out over the camp site so that no two units can see or hear the other. These groups plan their own activities, but all units come together for the opening ceremony, for swim periods, and before leaving for home. This gives the small units plenty of chances to function as they like.

In this particular camp, the sponsorship is unique. The A. F. of L. and the C. I. O. have appointed a Day Camp Committee, which raises the money and sees that everything that is needed is obtained. The recreation department employs the leadership, plans the programs, and takes care of details of operation. This year, each union member is being assessed fifty cents, which will provide a budget of $9,000 to $10,000. Everyone is so completely sold on the project that it looks like a permanent thing.

In addition, one of the most important results is the fine relationship that has been created between the recreation department and the labor groups. Until the camp was established, not many union members knew much about the department; now they know that it has been the means of helping them to do a job that is being recognized by the whole community as a real contribution to community life.

Most recreation departments that have conducted day camps are enthusiastic about the results. It should stimulate others to start such a program. To those considering it, I would say: look around for a good site, look for some organization that is willing to put a little time and money into a good thing; start planning, get it rolling, and you will be in for one of those thrills that comes to a recreation director in seeing a new activity really go. The shouts and laughter of youngsters on the trail will be the reward for the extra time and trouble it will take.

Edison Anniversary

When the twentieth century dawned, incandescent light had just begun to blaze the way to ready, low-cost power; the phonograph was but a parlor novelty. There was some talk of a wonder called "motion pictures."

As we enter the second half of this century, we take these things for granted; they have become such integral parts of our daily lives. These and other Thomas A. Edison inventions and discoveries, such as the electronic tube, are the foundation of our scientific and industrial might.

A record total of 1,097 patents was granted Edison by the United States Patent Office. From these seeds grew enterprises which are conservatively estimated to have a value of several billions of dollars. Through these inventions, too, Mr. Edison contributed greatly to the present-day increase of leisure time, and to recreation.

February 11th is his 103rd birthday anniversary and should be observed by all recreation departments. One of the few times he ever allowed a public celebration of his birthday was on a playground. On the day that he was eighty-two, he was guest of the children of Fort Myers, Florida.

Mr. Edison was especially interested in the recreation movement in this country through the work of his wife, who for thirty-three years served as a member of the Board of Directors of the National Recreation Association. For a period, Mrs. Edison paid the salary and entire expenses for an outstanding rural recreation worker to conduct the training of volunteer rural recreation leaders. Much that exists in recreation today has been achieved with the help of Mr. and Mrs. Edison and their family.

A City with Three Vacation Camps

CHARLES W. DAVIS

IT IS NO longer unusual to find cities throughout the United States operating public vacation camps for their citizens. It is not unusual to find large cities operating more than one camp. It is perhaps, however, a bit unusual to find a city of approximately 110,000 population, such as Berkeley, California, operating three vacation camps. Between twenty-five and thirty years ago, several West Coast cities developed the idea of family vacation camps for their citizens. The plan was to provide for the average family an opportunity to secure a vacation at a cost that would be within reach of their pocketbooks. Berkeley is also unique in that, aside from a small capital investment to get the camps underway, their costs have been met by receipts paid by the campers.

One of the chief reasons why the city developed three camps can be attributed to the policy originally established by the recreation commission to keep camp attendance at 125 to 150 people. It was felt that when a camp got beyond this number it lost many of its finer values of friendliness, neighborliness, and recognition of the individuals as members of the group. Consequently, when it became evident that there were more people in the city interested in vacation camping services than one camp would hold, the commission and the city fathers promptly looked around for another site.

Two of these camps are on federal land made available by the Federal Forest Department, through permit and at no cost to the city. The third camp—a beautiful Redwood grove in Sonoma County—was purchased by the city. The first of these three camps—Tuolumne—was started in the summer of 1922. Interest was so great that the following summer a second camp was developed at Echo Lake. By 1927 it became necessary to secure a third camp site. This was the Cazadero Redwood Camp, which the city purchased. Last year over 2,400 different people visited the camps, and the average daily attendance at the three camps was 397.

The rates for Berkeley resident adults are $3.00 per day; for children ten to sixteen, $2.50 per day; children six to nine, $2.00 per day; and youngsters one to five, $1.75 per day. For this fee the city provides floored tents, many with wood sidewalls, cots, mattresses, and washbasins as standard equipment. Campers also get three meals, which are served family style.

All three camps have laundry facilities, including washing machines, irons and clotheslines. Hot and cold showers are available at all camps; all have flush toilets. Gas plates for use of mothers with small children are available; high chairs for small children are found in the dining rooms. Although buses service all three camps, most people reach them by their own automobiles.

The tremendous increase in the popularity of winter sports activity on the West Coast has aroused sufficient interest in the Berkeley Recreation Commission to investigate the possibilities of using its High Sierra Echo Lake Camp for winter fun on a family basis similar to the summer camp idea. This would provide an additional recreation service to meet a popular need at the present time.

Mr. Davis is Berkeley's superintendent of recreation.

"Tunamints"

All over the south, rural communities are reviving one of their oldest forms of recreation. This is properly known as the tournament, and is a direct descendant of the days when knighthood was in flower and riders jousted for their ladies' favor.

The tournament came to Virginia with the Cavaliers and has undergone but little change through intervening years. Competitors are still called knights; horses are still the main item of equipment; and milady's favor is, as then, the reward. Where once the knights rode many weary miles to participate in the day's activities, trucks now carry their mounts to the jousting field. The name, too, has undergone change—now it is "tunamint."

Tournaments are, apparently, distinctly southern in tradition and are held in many parts of the south. In Virginia they are found at Amherst or Farmville, at Clifford and Natural Chimneys—usually several times during the year. At these meets, and at many others, the form may vary but the details remain generally common to them all.

The modern knights of the tournament compete for rings rather than for superiority in physical combat. Each knight appears astride his own mount, whether it be plow horse or thoroughbred. He wears boots and breeches or blue jeans, and emblazoned across his shoulder is a sash of his chosen color. The knight registers his entry under a farm or plantation name or, barring that, under some title of his own selection. At Clifford will be found the Knight of Robin Crest of Altholane, or the Knight of Thunder dressed all in black and riding a sleek black Percheron. Even Lady Kenmore may enter the competition, for the fair sex has invaded this sport too and not infrequently is among the winners.

On the jousting field will be found a marked course or "tunamint track," worn through the sod by unnumbered thundering hooves. Beside this track, and some twenty feet apart, are three gibbets from which are suspended metal rings loosely hung on a wire. These rings are usually bull, hog, or pig nose rings around which the ladies have crocheted a tight red cover. In size, they begin at two inches, reducing to one and one-half inches, one inch, or one-half-inch rings as the competition becomes keener. The knight gallops down the track and endeavors to spear one ring after another on the point of his long, homemade steel-tipped lance. Etiquette requires that the captured rings be surrendered to the judge from the point of the lance, just as the knights of ancient times brought their trophies to their liege lord. Should a knight find his aim too poor, or his horse unruly, he may lower the point of his lance before reaching a ring to signify his request for a new trial.

Before beginning the recorded competition, the knights, out of courtesy to visitors who may be unfamiliar with the home track, are given two or three trial runs at the two-inch rings to sharpen their skill and familiarize their horses with the course. The "tunamint" itself must always begin with a "Charge to the Knights" delivered in the best oratorical tradition by some selected dignitary. This address is usually humorous in vein and cautions the knights to keep before them the traditions of chivalry as practiced at King Arthur's Court, and to defend and protect the fair name of southern womanhood. Many of these charges are literary masterpieces, and it is no mean compli-

Survive

COOLIE VERNER

ment to be invited to deliver one.

The competition requires that each knight make three runs at the rings. Total scores are figured from the nine rings it is possible to spear. Knights make each run in order of their entry so that winners don't begin to appear until the third run. Ties are settled on the smaller rings in the same manner. Expert riders compete through the one-half-inch rings where only the very skilled are successful. Riding off the list usually requires all day, and both excitement and tension mount as the competition grows sharper. Spectators line the course, encouraging their favorites to victory, and are not above placing a few side bets on them. Much often depends on the skill of a single knight.

After the tournament is finished, the victorious knight is declared King of the Tournament and the next seven highest honors follow in order of skill. These eight make up the Royal Set and, as their reward, are entitled to select the lady of their choice to be crowned later in the evening. Knights and their ladies are entertained by a "dining" at some neighboring farm, and a "Tunamint Ball" climaxes the evening.

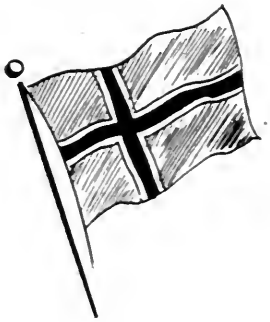
This ball begins with a grand march and the coronation address by a prominent citizen, following the pattern of the charge. The King of the Tournament crowns his lady as Queen of the Ball, and the other winners crown their chosen ones with tiaras of appropriate flowers in keeping with the degree of honors attained on the field. According to tradition, the first dance of the evening is always led off by the Royal Set performing the Virginia Reel. The second set is composed of all the knights and their ladies, and the balance of the evening is given over to gay and rollicking square dances, with waltzes between sets.

For variety, a tournament may include a form of tilting commonly called Quintain or Fan. This is noted in Chaucer and, in *Ivanhoe,* it is described as a training device for fledgling knights. In Quintain, the rider charges a pivoted plank which has on its opposing end a wet sack of rags that the knight must dodge as he passes. This sport is potentially fatal to those riders less agile, and so has lost favor in recent years.

The Appalachian Mountains have substituted "Turkey Shoots" for the tournament as the yeomen in medieval days used the cross bow as their favorite form of competition. This was carried over into the colonial shooting matches where marksmanship often meant life or death. These events feature a fat gobbler as the main prize. In its more native form, this gobbler's head was the target, but it has been supplanted by a fixed target as the rifle has supplanted the bow. Shooting meets are most often held just before Thanksgiving or Christmas but, for color and tradition, they cannot match the "tunamint".

The revival of the tournament is providing rural areas with an incomparable form of community recreation, as well as serving to keep alive those native traditions that so enrich our culture. It enhances farm living by tying farm work and play closer together, and the many hours of practice on the home track—preparing for the great event—spread its pleasures over a long period. These activities in rural areas are certainly to be encouraged, for it's "tunamint time again."

Mr. Verner is associate in community services in the Extension Division of the University of Virginia.



A community takes specific action to cooperate with the principles and program of UNESCO

THE NORWAY PROGRAM

FLORENCE E. GANTNER

SUBSCRIBING to the principles and program of UNESCO is a relatively easy thing, particularly for those who, either by temperament or training, have a humanitarian point of view. But to bring those principles out of the stratosphere, where they are inclined to hover, and anchor them firmly in the solid earth, is quite another task. It seems to be generally agreed that peace and the encouragement of international understanding are good things. However, without concrete action to construct the defenses of peace in the minds of men, the UNESCO program is likely to remain only a collection of high sounding phrases buttressed by mountains of paper work. The great problem is to escape the trap of words into the world of specific action with a limited, clearly defined, attainable end.

After the Pacific Regional Conference of May 1948, Miss Josephine Randall, superintendent of the San Francisco Recreation Department, approached Dr. Eugene Staley of the World Affairs Council with a plan of action. She hoped to be able to bring to the children of San Francisco some understanding of other nations through knowledge of their customs, games, crafts, dances, songs, folklore and even their cooking.

Many of the playgrounds of San Francisco have clubhouses in which programs are carried on throughout the year. The facilities, therefore, already existed for the development of her plan. Miss Randall discussed all this with the supervisors and directors of the playgrounds. They agreed that it was both promising and possible. Norway was chosen as the first country, to be dramatized and the Cabrillo Playground as the locale. Mrs. Jeannette Primm did the necessary research work.

Program and Activities—The Norwegian program was developed over a period of two and a half months. It came to a grand climax on January 12, 1949, in a Mid-Winter Festival in which about forty children took part before an audience of 150 interested people. That the children enjoyed the entire program was quite clear to anyone who watched them during the preparations for the final performance.

Every week the children had one day of folk dancing and one day in which they learned Norwegian folk songs. These activities were under the supervision of the folk dance director of the recreation department. One afternoon each week a member of the Golden Gate Storytellers League came to tell folk tales, Norse myths, or a little of the history and life in Norway. Children seem to enjoy having stories told them more than having the same stories read to them.

In wood-burning craft the children made and painted Norwegian flags and Viking ships. Delightful stencils of boys and girls in peasant costume were made and painted by the smaller children. When these were finished, they were put on the walls of the clubhouse as decorations. Pictures of Norway, the people, their work, amusements and costumes were mounted attractively and hung on the walls. A large Norwegian flag was painted and added color to the scene.

Such a variety of activities was offered that children of all ages and interests took part. For instance, a youngster who might be totally uninterested in folk dancing might enjoy making a

Singing and dancing in costume were part of final program ending project after two and a half months.

Viking ship and painting it. The children ranged in age from six to fourteen, while those who did the puppet show were slightly older.

Mid-Winter Festival—The final program began with an introduction by one of the older girls explaining that January twelfth was the day of the Mid-Winter Festival in Norway—a day sacred to Thor, the God of Thunder, who used his hammer to wage endless war against the Frost Giants so that his people might live. She explained that Thor's sacred tree was the oak and his color red; that from him comes the custom of burning the yule log and the use of the color red in Christmas decorations. Similar programs might be held on other days important to the Norwegians—for instance, May seventeenth, their great national holiday, or Midsummer Eve.

Next, two excellent color movies of the Scandinavian countries were shown. These were contributed by the American Overseas Airlines. However, the Department of Visual Education of the Extension Division of the University of California has two 16mm. sound films on Norway. The first, "Norway—Land of the Midnight Sun," runs for ten minutes and shows the coast line, mountains, farming, fjords and so on. A large part of this film is concerned with the Lapps, their primitive life and customs, and their reindeer-based economy. This rents for $1.50 and is available both in the San Francisco and Los Angeles areas. The second, "The Viking Trail," runs for twelve minutes and rents for $1.00. In this film there are sequences of a rural wedding, with the guests dancing on the green; the port of Bergen with its old Hanseatic houses and famous fish market; harvest time; and young Norwegians learning seamanship aboard a square-rigger. Neither of these is in color.

Norway House, at 2501 Vallejo Street, San Francisco, has two movies available—one of a national ski meet, the other, "Let Us Look at Norway," in technicolor, of mountain scenes.

After the showing of the films, children in costume sang two Norwegian folk songs, "Paul on the Hillside," and "Song of Dawn." Then twenty folk dancers did two dances, the "Norwegian Mazurka" and "Norwegian Mountain March." Both of these can be found in *Folk Dances Near and Far,* Volume II, published by the Folk Dance Federation of California. (The Ed Kremer Folk Shop, at 262 O'Farrell Street, San Francisco, is a great source of information on folk dances, games, music and songs.) Then a member of the Golden Gate Storytellers League told a Norse saga. Next a singing game, "Cut the Oats," was played. This is from *Children's Games from Many Lands,* by Nina Millen.

The grand finale was a puppet show, given with puppets provided and costumed by the Drama Center, which operates under the recreation commission. The children dramatized a Norwegian folk tale, "The Squire's Bride," by R. C. Asbjornsen. Several youngsters, who have long been interested in puppets, put on a delightful performance.

As their contribution to greater international understanding, the Mothers' Club of the Cabrillo Playground baked excellent Norwegian cookies which were a great success. They were served with punch as a fitting conclusion to the festival. For any group interested in the food angle, good recipes can be found in *Scandinavian Cookery for Americans,* by F. R. Bobeck. Also, *Recipes of All Nations,* by Morphy, has a few pages on Norwegian food.

Possibilities—In all communities there are recreation programs for children. Most provide facilities for crafts, singing, dancing or dramatics. To center the recreation programs on a specific country helps to unify the activities, to give them point. In addition, of course, it widens the horizons of the children who take part, increases their friendly feeling for lands other than their own. Norway becomes not a mere word, but an actual country in which they are genuinely interested, and about which they have ideas and associations.

It should not be too difficult to put on such a unified program in other cities or towns. San Francisco is, of course, particularly lucky in having its Drama Center, which provided not only the costumed puppets, but peasant dress for the folk dancers as well. Also, to have the storytellers available to bring the myths, folk tales and vivid incidents of the national history of Norway to the children in such a stimulating way is of the greatest help in such an undertaking. But there are many books on Norse myths, the Viking, Norwegian life and customs. The tales of Asgard, the lives and adventures of the great Norse gods, their battles with the Frost Giants, are intensely dramatic. It shouldn't be hard for any interested adult to tell a group of children these stories. The brave voyages of the Norsemen in their tiny ships are also naturally interesting material, particularly since you can tie in the early discovery of America by Leif the Lucky.

Sources—In the process of getting material for the program, Mrs. Primm wrote to the Norwegian Library of Information. *In Norway,* by Gudrun Thorne-Thomsen, (New York, 1948), gives excellent information on national celebrations. It is a book written for children of the grammar school age and covers Norwegian history, life, and customs clearly and vividly. It is illustrated with delightful and accurate black and white drawings.

Naturally, the *National Geographic* has produced many different articles with pictures from Norway, in both black and white and color, over the years. Here in San Francisco, Mrs. Raymond Attridge painted pictures of Norwegian wedding and peasant costumes to be hung on the walls of the clubhouse. The details of the costumes were copied from pictures in the *Geographic.* For decorations, travel bureaus can be asked for travel posters which are usually quite dramatic and help to engrave on the memory some famous scene or building.

Among additional general references:

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Baker, E. K., *Stories from Northern Myths.* New York, 1914.

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Keary, A., *The Horses of Asgard.* New York, 1909.

Mabie, H. W., *Folk Tales Every Child Should Know.* New York, 1910.

Munch, P. A., *Norse Mythology, Legends of Gods and Heroes.* London, 1936.

Smith, C. M., *Northmen of Adventure,* New York, 1932.

The Norwegian program has now moved to the playground at Candlestick Cove, while a program on Italy has been started at the Cabrillo Playground. The word has spread in the area, and the attendance at the beginning of the Italian project has been much greater than it was at the opening of the Norwegian program. In other words, the children liked it—which is, of course, the final proof of its worth. No program, however worthwhile theoretically, is of any use unless it can catch and hold the interest of the group at which it is aimed, whether its members are sixteen or sixty. Perhaps its obvious success will encourage leaders in other communities to attempt similar efforts at building defenses of peace even on playgrounds.

Children used puppets for delightful dramatization of Norwegian tale, "The Squire's Bride," by Asbjornsen.

Reprinted from *UNESCO on the Playgrounds of San Francisco,* World Affairs Council of Northern California. Available from Council's Pamphlet and Document Shop, 623 Sutter Street, San Francisco—10c.

Liability Insurance in Public Recreation

SIDNEY G. LUTZIN

THE problem of properly protecting municipalities and other agencies providing public recreation services against liability actions, arising from injuries incurred in connection with the recreation program, is one which has been a matter of concern to many operating agencies which have this responsibility. The unprecedented growth in the number of municipal recreation programs has opened a new area of insurance problems. This is a field which is as new to insurance underwriters as it is to the various committees and boards which are charged with the provision of recreation services in the various communities.

In the past, there has been comparatively little uniformity in the type of liability policy offered. Nor has there been a great deal of uniformity in the basis for establishing premium rates on these policies. Insuring recreation facilities and programs has often been a matter of trial and error on the part of the local community and on the part of the insurance agencies as well.

The development in the number of public recreation programs in many states—such as in New York, where approximately 700 municipalities are sponsoring recreation projects under the New York State Youth Commission program — has made possible the determination of fundamental factors which, to a certain extent, may be used as guides in working out liability insurance programs for community recreation.

The following questions appear to be representative of the types of problems in most communities, and are answered on the basis of current developments, both in the field of recreation as a municipal function, and in the field of insurance underwriting, where an effort is being made to service successfully the requirements of this new area:

1. "Should a liability insurance policy be taken out for the recreation project?"

Recreation in New York State, as in a number of other states, has been considered by the courts as a proprietary function. Therefore, municipalities and their agents may be liable for negligence in the conduct of recreation facilities and services. For this reason, it is essentially important that all phases of the recreation program be adequately covered by liability insurance. A substantial judgment against a municipality because of an accident may do irreparable harm to the development of the recreation program, as well as to the programs in communities in the surrounding area.

2. "Does our present insurance policy give an adequate coverage?"

Many municipalities have limited the activities of their recreation programs to premises listed on their insurance policies because they believe that activities conducted away from these premises would not be covered by the liability policy. For that reason, inter-playground activities requiring youngsters to go from one playground to another are not permitted for fear of an injury to a youngster while enroute. Desirable activities such as hikes, day camps, campfire programs, tours, and the like are also omitted from the program for fear that, in the event of accident and injury to a participant, the municipality would not be insured for activities conducted away from the playground or recreation center.

The standard liability policy used today to cover recreation activities is the "Owners', Landlords' and Tenants' Liability Policy." This policy specifically provides insurance coverage for the "ownership, maintenance or use for the purposes stated in the declaration of the premises, *and all operations during the policy period which are necessary or incidental to such purposes.*" Accordingly, if the policy is written in connection with a certain playground or recreation center, this policy will also cover operations away from the premises and incidental to the principal purposes for which the facility is used. Therefore, the standard liability policy, while specifying a recreation area or facility, will also provide coverage for any of the

Author Sidney G. Lutzin is the assistant recreation supervisor of the New York State Youth Commission.

RESTAURANT
BAR
MANHATTAN JOE'S CAFE
NEW YORK'S BEST HASH
By Bill Mauldin
"An' what would YOU suggest we do with our spare time, lady?"

activities operated by the recreation agency which controls such premises.

Another source of concern is the question of the insurance coverage to the individual members of the boards. In this respect, the standard policy provides for coverage of the elective or appointive officers or members of boards or commissions of private and municipal corporations or agencies on all policies covering such corporations or agencies. Nevertheless, in the case of a municipal recreation program it is advisable, in order to give the broadest possible coverage, to have the policy written in the name of the municipality and the specific agency to which operation of the program has been delegated.

3. "Is an employee of a recreation agency covered by the agency's liability policy?"

Ordinarily, an employee cannot be included in the liability policy of a municipality, or the recreation board or committee. Yet, it is very possible that he could be held liable for negligence in connection with the execution of his duties as a member of a recreation staff. It is, therefore, suggested that recreation personnel consider the advisability of protecting themselves against liability by securing adequate insurance coverage. Such coverage is inexpensive.

Public school personnel in New York State are protected against negligence action in connection with their duties as school employees by the Garrity Law. However, this protection does not cover them when they are employed by a municipality or its agency to provide recreation services.

4. "We use school facilities which are insured by the school board; should the municipality also be insured?"

A large portion of the recreation program is conducted on facilities which are under the jurisdiction of school boards. In most instances, activities conducted on these facilities are covered by insurance which protects the school board in the event of accident. However, the recreation program is considered in the relationship of a tenant on school board property and cannot be included in the coverage afforded by the board's insurance. The recreation agency and its employees should then be prepared to assume liability for accidents where negligence is involved and no contributory negligence exists. For this reason, it is important that a recreation agency utilizing school facilities for its activities protect itself with adequate liability insurance regardless of the insurance coverage carried by the school board.

In many programs, swimming activities are conducted at facilities several miles from the community, and school buses are utilized for transporting youngsters to these facilities. While these buses may be covered by insurance protecting the school board, the question of adequate protection for the recreation agency again develops. Therefore, the problem of coverage of school buses when used by a recreation agency for its own purposes should be carefully considered in the over-all planning of a municipal liability insurance program for recreation.

5. "What are the minimum limits we should be carrying for adequate protection?"

The problem of establishing minimum limits of insurance, which would give adequate protection at minimum cost, is one which varies with the area in which the municipality is located. A $10,000 limit for a single injury may give sufficient protection in one area, but might not provide sufficient protection in another. An examination of judgments rendered against school boards, against individuals in connection with automobile accidents, and in other cases, discloses that there is considerable variance. A serious injury may present a $10,000 verdict in one area, but judgments as high as $50,000 for a comparable injury are not unheard of in other sections. The problem of insurance limits is one which should be carefully determined on the basis of local conditions; and municipal attorneys, as well as other local individuals familiar with this type of problem, should, in every case, be consulted for advice. No general rule can be applied in order to cover each individual municipality.

6. "Should we carry a medical payment type of insurance?"

Some insurance companies have been selling a medical payment type of insurance which helps to defray some of the medical expenses of the individual participant in the event of injury. This type of insurance has been used for the protection of members of high school and college athletic teams and for semi-pro and professional athletes. Questions are now being raised as to whether or not this type of insurance is advisable in connection with municipal recreation programs.

It is generally assumed that an individual participating in a recreation activity of an athletic nature does so for his own personal enjoyment and that he assumes the risk of any possible injury, aside from that attributed to the negligence of the recreation agency sponsoring the program. Where there is no negligence on the part of the recreation agency, no liability need be assumed. Therefore, the municipality is not liable ordinarily if, for instance, the batter in a baseball game is hit by a pitched ball, and no negligence is involved.

To carry the type of insurance which would take care of medical expenses for such an injury places an additional burden on the recreation budget which it need not necessarily assume. Where adult leagues are involved, and such coverage is desired, a group insurance policy could be written, with each of the individual participants responsible for his own payments. This would take the burden off the recreation budget and give the individual the protection he desires at nominal cost.

When a participant in a recreation program is injured and emergency medical treatment is required, such medical treatment will be paid for ordinarily by the insurance company with which the liability insurance for the program is carried, regardless of any consideration of the liability involved. In other words, any municipal recreation program which is covered by liability insurance can provide immediate emergency medical care under its standard policy for any person injured in connection with a recreation activity under the jurisdiction of the agency carrying the insurance. There has been some misunderstanding about this feature of standard liability coverage since the ordinary school liability policy does not include this provision for individuals participating in organized sports or athletic programs conducted under the jurisdiction of the school unless an additional premium is paid.

However, individuals injured during participation in sports and athletic activities under the jurisdiction of the recreation agency are not excluded from the benefits of the immediate emergency medical treatment available under the standard liability policy. It is suggested that anyone interested in insurance plans for participants in organized sports familiarize himself with the state-wide plan administered by the Wisconsin State Recreation Commission.

7 "What type of insurance coverage is recommended?"

The type of recreation liability insurance that is recommended is one which gives comprehensive coverage to the total recreation program regardless of where the individual activities are conducted. Under such a policy, the total recreation program is insured and activities can be planned away from the playground or recreation building without fear of not being covered in event of accident. This is a comparatively new type of approach to recreation liability coverage which provides broad protection and yet, in many instances, can be written at comparatively low premium rates.

However, this type of liability insurance is not so easily secured since some insurance companies are reluctant to write it because of lack of premium volume at the present time. Other companies have not been anxious for this type of business because of their previous experience with special risks, such as portable and wooden bleachers on playground areas and in recreation buildings. However, there are a number of national underwriters who are willing to write the comprehensive type of recreation liability insurance which gives the desired broad coverage. In securing liability insurance for a municipality's recreation program, every effort should be made to get this type of insurance.

8. "Are our liability insurance premiums too high?"

Because, in many instances, the insurance of recreation activities has been a new venture for insurance companies, there has been considerable variance in the premiums charged for comparable risks. Under some conditions, premium rates have been established on the basis of experience in other risk fields. Often inadequate explanation of the program and other factors involved has resulted in establishing higher premiums. Unnecessary additional coverage, such as for "an existence hazard" in the case of playground apparatus left standing throughout the year, has been written into policies where such coverage is not essential and results in higher premium rates. The pyramiding of "minimum premiums" for a number of individual hazards causes higher premiums than

those which would have been levied had the information submitted to the underwriter been complete and adequate

However, with the increase in the number of municipal recreation liability insurance policies, companies have become aware of the need for a standard rating scale for this type of insurance coverage. As a result, a guide scale has been established by the National Bureau of Liability Insurance Underwriters, which services all stock liability insurance companies. Under this guide scale, the bureau is now rating recreation liability risks in accordance with a more or less fixed procedure. This provides for over-all flat premium charges based on a number of factors, including the activities planned for the recreation program and the approximate number of participants, *regardless of where the activities will be conducted or the number of areas or facilities involved.* The premium rates established on this basis have been found to be most advantageous to the local community. It would, therefore, appear to be desirable to check on the basis used for the premium rating to determine whether or not the lowest possible premiums are being paid.

In purchasing protection against liability for community recreation programs, the following factors should be given consideration:

1. All of the legal implications should be discussed thoroughly with the legal representatives of the municipality.

2. Complete underwriting information should, in every instance, be provided for the insurance agent in order that the bureau will have the full story when the policy is submitted to it for rating. This information should include a listing of all activities anticipated during the period to be covered by the insurance policy, together with the names of playgrounds and indoor facilities to be utilized for the purposes of the program. It is also essential to provide an estimate of the number of participants involved in the program. In giving this estimate, do not submit attendance figures. The number of participants for this purpose is the largest number who will *participate in any single activity session.*

3. Insurance in New York State is regulated by the New York State Insurance Department and, for that reason, rating procedures permitted to the National Bureau for Liability Insurance Underwriters are ordinarily followed by the Mutual Rating Bureau which services many Mutual Insurance Companies. Therefore, any insurance company which will undertake to provide the required liability insurance for recreation can write it for premiums based on the same premium scale.

4. Liability insurance policies for recreation programs are now "A" rated. In other words, each policy is submitted by the underwriter to either the National Bureau or to the Mutual Rating Bureau, to be individually rated for the purpose of establishing premium. The experience that these agencies will have with the number of claims against member companies in the near future will determine the fixed annual rates which will be undoubtedly established. Therefore, it is extremely important that recreation executives examine their safety precautions carefully and keep claims at a minimum, if they desire to keep their insurance costs low.

They're Never Too Young or Too Old

"THEY'RE EITHER too young or too old" is the refrain of a popular song of several seasons ago, but the way they sing it around the Burbank, California, Recreation Department, it's "They're NEVER too young or too old."

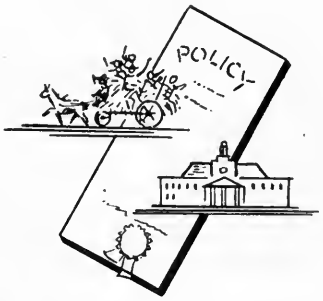
Pre-school and rhythm exercises offer social activities for tiny tots, almost from the time they can toddle. Next step is the Six-to-Twelve-Year-Old Club, which engages in handcrafts and is treated to special movies once a week.

In the teen-age department, there is a Junior Teen-Age Club, engaging in sports and social activities, as well as a teen-age square dance group known as the "Sagebrush Swingers."

A Young Adults Club—favoring dances, hayrides, beach parties, barbecues and similar activities— is the most recent addition to the recreation department's program. While the "Fun-After-Forty Club," which meets once a week at Glenoaks Park for pot-luck suppers, dancing, cards and games, fills a definite need for this frequently forgotten age group.

For oldsters, there is the Auld Lang Syne Club, which gathers at the Olive Recreation Center. Despite a generous sprinkling of octogenarians among its membership, this group recently staged an all-day outing at Catalina Island. They have also participated in the "Breakfast in Hollywood" and "Bride and Groom" radio broadcasts, and their luncheons and parties are events well-remembered.

A description of insurance coverage which should be suggestive for other recreation departments



A COMPREHENSIVE POLICY

THE FOLLOWING LETTER from Don Norak, vice-president of the Hartford Accident and Indemnity Company, to the recreation director of Hudson Falls, New York, is a description of his department's comprehensive liability insurance policy:

August 5, 1949

The Comprehensive Liability Policy, issued to the Recreational Commission of the Village of Hudson Falls, New York, covers all liability of the commission with the exception of the automobile non-ownership and hired automobile liability which, in their case, is covered under a separate policy. This is necessary because the Village of Hudson Falls and the Town of Kingsbury are named as additional insured under the Comprehensive Liability Policy, and it is not the intent of the policy to provide them with non-ownership automobile liability. The best type of policy would embody all this coverage if possible.

The commission has a blanket policy which covers such activities as: hay rides, picnics, outdoor parties, and all other activities which are unusual. Since the policy is audited at the end of its term, all such activities must be recorded and the company will make whatever charge it finds necessary for the exposure.

The locations are numerous and are rated separately, the rates being determined by the National Bureau of Casualty Underwriters upon submission of all the available information as to their use. The skating pond and the teen-canteen have been rated at $25.00 bodily injury and $5.00 and $10.00 consecutive property damage, basic limits, while the summer and winter playground, which includes a skating pond, basketball facilities, ski tow, picnic tables, and is open for general public use at all times, has been given a rate of $100.00 bodily injury and $25.00 property damage, basic limits. Without the ski tow, the cost should be about $60.00, basic limits.

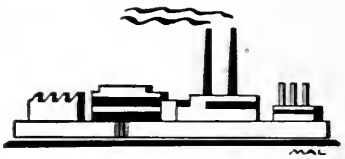
The commission's activities on the school district's property are almost continuous and, to provide the proper coverage, the school's liability policy has been extended to cover its interest so far as the locations it uses are concerned. This results in considerable saving to the commission, for the additional charge is twenty-five percent of the premium charged for the location used. In use here are four locations—two playground areas with swings and slides and a baseball diamond, a large playground and the high school building. The entire cost is about $45.00 whereas, if insured under their own Comprehensive Policy, the cost would be close to $200.00, basic limits.

As to the automobile non-ownership liability coverage, we believe it very necessary that this coverage be carried, although some might overlook it as an unnecessary expense. If a few children are injured in an accident while being transported by a private passenger vehicle which has been either donated or hired, the commission will be protected against any action brought against them by the parents. Bodily injury limits of at least $20,000 each person and $200,000 each accident are recommended.

This policy is issued by the Hartford Accident and Idemnity Company of Hartford, Connecticut, and, if you wish further information, it may be obtained from its Agent's Service Department, attention of Frank Hills.

Over 3,000 children of employees used summer day camps in 1949.

Timken Roller Bearing Company of Canton, Ohio, has gained recognition as a leader in this field.



RECREATION IN INDUSTRY

BELIEVING THAT THE hundreds who participate in its recreation program each year are happier and healthier as a result, top management at the Timken Roller Bearing Company has given the "go ahead" signal to its recreation committee in building bigger and better all-around athletic facilities for its employees and their families. In each of its Ohio plants—Canton, Columbus, Mount Vernon, Zanesville, Wooster and Bucyrus—the company has a recreation advisory and planning committee which helps select, plan and conduct recreation activities.

In Canton, where the bulk of the company's 10,000 employees work, a fifty-acre recreation park is continuously being developed and improved. Located adjacent to the company's Gambrinus plant six miles from the heart of Canton—on U. S. Route 62—the employees' park now has five softball diamonds, three baseball diamonds, two volleyball courts, two outdoor basketball courts, eight black-topped tennis courts, four badminton courts, twelve official horseshoe courts, four women's and children's horseshoe courts, four shuffleboard courts, a one-acre lagoon for casting and ice skating and a children's play area. The play area consists of swings, sliding boards, a junglegym, wading pool, parallel and horizontal bars and a sandbox. Each activity is separately fenced to avoid injury.

In addition, a model automobile race track—complete with electrical timing device—permits the racing of small scale model autos. The track record now stands at 127 miles per hour. Locker rooms, rest rooms and showers are also available. Large parking areas for automobiles are adjacent to the park. Picnic tables and outdoor ovens are provided.

The three baseball diamonds consist of one regulation diamond for adults and representative teams, one field with sixty-foot bases for the company's Little Leaguers, ages nine to twelve, and one Junior League field with eighty-four-foot bases for youngsters thirteen to fifteen. The baseball areas have been landscaped and tiled for draining, and a complete underground sprinkling system has been installed.

The company's Columbus plant enjoys the privileges of a ten-acre park which offers ball fields, picnic areas, kiddies' playground, shelter house and rest rooms. A five-acre park at the Wooster plant has one ball field and four horseshoe courts. To assist the recreation committees in planning a completed program for employees, a postal card survey was made in 1949. The survey listed thirty-nine sports, hobbies and interests which each employee and his family were asked to check. In addition to those listed, thirty-one others were submitted by workers and their families. In time,

it is the wish of the company to include all of the activities suggested by employees in the company program.

During the 1949 seasons, the company had representative teams and athletes in baseball, softball, basketball, bowling, rifle and pistol meets, horseshoe pitching, skeet and trap shooting, table tennis, and Golden Gloves competition. In addition to its representative teams, interdepartmental teams in all of the above activities are sponsored during the year. An annual interplant golf tournament was launched last year. Pre-tournament competition was carried on in each of the plant cities to determine the champions. They were then invited to the tournament in Canton.

In Ohio plants alone, 192 bowling teams were rolling in nineteen leagues. Over 1,000 men and women employees participated in bowling, the most popular sport in the Timken program. The company also sponsors a five-man bowling team of its own blinded employees.

The first company-sponsored hobby show was held in Canton's recreation park under a 250-foot tent. One hundred twenty-seven employees entered approximately 150 exhibits, collections and handcrafts in the show. Camera clubs are also organized in each plant and, in Canton, the stamp club and choral groups are popular activities. Outdoor square dances are held on the company's tennis courts.

Joe Gordon, Cleveland Indians, visits junior baseball clinic.

What camping experience is complete without a chance for fishing?

Most of these activities are more or less standard in any good industrial program, but the Timken Roller Bearing Company is particularly proud of its Summer Day Camps and its Little Baseball League.

Day Camps

More than 3,000 sons and daughters of Timken employees, between the ages of nine and fourteen, attended summer day camps in Canton and Columbus during 1949. These young people were transported to the recreation park area in company buses. Their play was supervised by competent, trained recreation leaders. They were instructed in the use of park facilities, served a picnic lunch and presented with a Timken T-shirt. They were then given an opportunity to visit their parent at the plant and become acquainted with his supervisor and friends.

With the cooperation of various departmental personnel, hospitalization and company insurance lists were carefully studied and names and ages of all employees' children were assembled. A list of the names was sent to foremen in the various departments. The departmental foreman then spoke with the parent of each child and notified him what day his boy or girl would be invited to summer day camp.

When the child visited the plant, the foreman met him at the department entrance, took him to view his parent at work and conducted him on a tour of the particular department. Each day, for ten weeks—four days a week—groups of eighty children were taken to the plant following a company-sponsored picnic lunch. If a child was unable to attend the day camp on his designated day, every possible adjustment was made to include him on a future date.

A visit by Emma Miller, National Girls' Marble Champion, also sparked last year's day camp. Emma, an Amish lass from nearby Hartville, Ohio, gave a demonstration of her marble-shooting skill at the Timken Park before four thousand people. A special clay marble ring was built for her visit to the camp.

Other Activities

Timken also sponsors a Little Baseball League comprised of four teams of boys, ages nine to twelve, all sons of Timken employees. These boys play a sixteen-game schedule on a specially constructed field, the exact miniature of a big league

layout—grass infield and all. Games are scheduled every night in the week, and a baseball school is conducted every Saturday morning. These boys are equipped with complete uniforms and each team is managed and coached by Timken employees who have had previous baseball experience. Last year, the company sponsored the first Ohio Little League Baseball Tournament. Approximately ten thousand Canton residents came to the recreation field to watch this three-day tourney.

Timken Little League baseball players are selected in a spring try-out camp. A record is made of each boy's ability to throw from deep short in the outfield, his judgment of ground and fly balls, and his ability to hit.

Last year, one hundred eighty-five boys tried for four sixteen-man teams. At the conclusion of the spring try-out camp, each manager was given a bank account of 10,000 make-believe dollars. The sixty-four most promising players were then auctioned and each boy was given a contract. Players could be traded and sold from one team to the other, as in the professional major and minor leagues. It was compulsory that each team be comprised of six twelve-year-olds, four eleven-year-olds, four ten-year-olds, and two nine-year-olds. This arrangement of ages enables team members to build up experience through years of play.

Each spring and fall, the company holds champion night dinners for the victorious players and teams. Some outstanding athletic personalities—along with Timken top management—attend the functions and participate in the presentation of trophies and awards.

Five of the leading baseball players of the American league—Tommy Henrich, Joe Gordon, George Stirnweiss, Phil Rizzuto and Bob Lemon—visited the "Little Leaguers" in the spring of 1949. They gave them a demonstration of proper baseball technique and attended the champions' dinner together with Mel Allen, nationally-known sportscaster. Bo McMillan, coach of the Detroit Lions professional football team, was guest speaker at the fall banquet.

It is the hope of the company that hundreds of additional Timken employees will take advantage of the recreation facilities during 1950.

MY MOTHER READ TO ME

Long ago, on winter evenings,
I recall, my Mother read;
There beside our old base-burner,
Just before my prayers were said.

Here she gave me friends aplenty,
Friends to fill my life for years;
Meg and Jo and Sister Amy,
For little Beth I shed my tears.

Scrooge and Tim and Mrs. Wiggs,
Robin Hood and Heidi too,
Young Jim Hawkins and his treasure
Saved from Silver's pirate crew.

Can it be that one small lady
Could, just by her magic voice,
Change a room so, in a twinkling
To the scenes from books so choice?

Poor we were, as some might count us,
No fine house, our clothes threadbare
But my Mother read me riches
From the books she chose with care.

Now in times of fear and struggle
When woe and want about me crowd,
I can use reserves of courage
From the books she read aloud.

ELISABETH H. FRIERMOOD

Easter falls on April 9, 1950. Planning for special celebrations should, by now, be well underway.

Easter Headlines

THE EASTER BUNNY made front page headlines in Butler, Pennsylvania, last year, when he arrived one day early—during a rain and snow storm. He established his headquarters on a hillside in J. V. Ritts Park, near the amphitheatre where sunrise services are held. No doubt he planned this so that he would be on hand to greet local folks early on Easter morning. He brought with him a giant-sized Easter basket, too; in fact, it was big enough to hold three of the largest Easter eggs ever seen in those parts. They were ten feet by eight feet in circumference, but apparently were easily handled by the bunny, who knows how to take care of Butler's needs. It seems that he had a busy time that evening hiding sixty dozen eggs, with twenty of them carrying prize-winning numbers.

Imagine the surprise and attention that he attracted when discovered—first by citizens attending the service and then by the hundreds of children who came to see him and to scramble through the woods on an Easter egg hunt in the afternoon. In fact, so popular was he, it was estimated that 10,000 people came to call on him and to inspect his basket during the three days and nights of his visit. The entire board and department of recreation were greatly concerned over his welfare, and even rigged up a lighting system so that he could be seen by night as well as by day.

Board members worked hard on this project, contributing ideas, supplies and facilities. The huge eggs, by the way, were made of plaster of Paris, constructed around a frame, and each weighed 125 pounds.

Bob Kresge, Director of Recreation in Butler, writes that ninety-eight percent of the credit for this novel stunt belongs to a member of the recreation board—Mr. C. C. Miller. He also says that assisting the board members were a group of volunteer citizens whose donated services could be estimated at one hundred fifty dollars.

TALENT UNLIMITED*

MARY BRINKERHOFF

ONE NIGHT, last spring, in Baylor University's multiple-stage theater, a cast of local children gave a performance as original and amusing as anything ever seen there. The freshness of their acting was enough to single the play out for special attention. What made it even more special was the fact that Tom Sawyer and his friends were members of the nation's only all-colored children's theater.

It is this project which you will likely hear of first if you ever visit Waco, Texas, and ask a Junior League member what her organization does. The League has sponsored the work for two years. During the past year, it has also supplied volunteers to help train the children.

The colored children's theater opened in the fall of 1947, with the League furnishing the financial backing and transportation for the actors between the theater and their schools. Baylor University permitted the use of its theater building with six stage areas, revolving chairs and an overhead lighting platform. The two young instructors, members of the Baylor faculty, were outstanding both for their all-around dramatic talent and for their special interest in children.

The cast of twenty-five or so youngsters, all between the ages of seven and fourteen, had been picked by their school principals. Two yardsticks were used to select them—talent and willingness of parents to cooperate. Teachers also gave the children the push needed to launch them into what must have been, for some at least, a strange undertaking. Near the end of the school year, a comparatively polished group gave two performances of a program comprising three one-act plays.

Last fall the work began again on a pattern almost, but not quite, the same because three Junior League members had been added as teaching assistants. They held individual "ground-work" sessions with the principal characters; they called for pantomime exercises, private rehearsals—anything to help round out the main characterizations until they fitted smoothly into the fabric of the play.

There was a reason for this new complexity. The 1949 play was considerably more of an undertaking than the previous program. It was "Tom Sawyer," a three-act drama, full of Mark Twain's wise humor. The young actors were prepared in ways which had little outward connection with acting. They did finger painting; they listened to recorded music and wrote down what it meant to them. Later, of course, they moved on to the play itself, learning lines and movement, building sets and props. Meanwhile, the director—with sharp understanding of her pupils—adapted the script to suit them.

After a great deal of work the show went on. Five stages were used, and sometimes the action took place on a continuous "apron," or before-the-curtain area, stretching three-fourths of the way around the audience. Tom, Huck and the rest filled their roles so convincingly that they seemed to convince themselves. But the happiest people there were the parents of the cast—with good reason.

"The work," said director Jeanne McRae, "was a general education in brief, something to build personality and cooperation, to let them know what they have to contribute. These children have beautiful rhythm of body, vivid imaginations and great creative ability."

"And they weren't learning by imitation," added Mrs. Billie Lawrence, chairman. "They were learning creative expression, designed to touch off any spark of talent that they might possess."

*Reprinted from Junior League Magazine, October 1949.

Creative Leisure Time Through DRAMA

JUNIUS EDDY

● "I'M NOT nearly so interested in what people do to the drama as I am in what drama does to people," a national authority on adult education remarked several years ago. Without implying that increasingly higher standards of play production should be sacrificed to strictly sociological aims, this statement reflects the spirit behind a broad, new project in theater upon which the Baylor University Theater in Waco, Texas, has recently embarked.

To its already prodigious drama program, Baylor has now added a special research project in the field of recreation and leisure-time needs. Financed jointly by Baylor and the General Education Board of the Rockefeller Foundation, the project was formally initiated last fall. It has been set up as a two-year study to inquire into the leisure-time needs of communities in the Southwest. In conjunction with the necessary basic research into regional needs, the project plans to assist communities in setting up worthwhile recreation programs and to train the university's drama majors to become more effective leaders in the field of community drama and recreation.

This new project did not just come into being overnight. It is the logical outgrowth of a philosophy of service to the region which Baylor's Department of Drama has been developing for a number of years. Inspired and directed by chairman Paul Baker, it has been attempting to do more than prepare its students for work in the professional theater field. Nor has it been content to fulfill its educational obligations merely by training its students to become teachers themselves. As Norris Houghton suggests in "Advance From Broadway," this latter practice ultimately leads down a dead-end street. Under present conditions, with nearly eighty-five percent of the members of Actor's Equity currently unemployed, it is incumbent upon the drama departments of our nation's educational institutions to do more. Broader and more profound purposes are needed.

Such purposes have been gradually emerging at the Baylor. Beginning in the early thirties, when he first took over the fledgling drama department, Mr. Baker has attempted to make this theater a vital creative and recreation force throughout the entire region. He has felt that the drama department should be developed to emphasize the values of community living by teaching its students how to apply their knowledge of the theater arts to the leisure-time problems of the schools, churches and communities of the region.

The influence of this program now is being felt in countless numbers of ways. Touring schedules are organized for many productions. A number of small communities and hamlets in the central Texas area had their first acquaintance with the living theater when Baylor road-shows set up their stages and performed their plays in village squares, town halls or high school auditoriums.

An emphasis on the value of drama in the church led to courses in religious drama. Students were taught how to organize church dramatic programs, and gained practical experience by extending the touring program to include religious plays. Today, churches of all denominations through central Texas look forward to productions of these plays each year, and some churches ask assistance from Baylor students and faculty in developing programs of their own.

As early as 1940, special courses in the organization of summer theaters were instituted, in con-

Junius Eddy, Associate Professor of Drama at Baylor, is supervising current two-year Rockefeller study.

junction with an active summer company. Since then, Baylor's Southwest Summer Theater has presented at least five productions during each summer (with the exception of the war years), and has made the theater a year-round activity for drama students and Waco audiences alike.

At the same time, two additional phases of theater experience were made a fundamental part of the program. Training in children's theater and civic theater work was integrated with existing activities. An opportunity for providing students with practical experience in this work was developed with the reorganization of the Waco Civic Theater following the end of the war. The Baylor Children's Playhouse, sponsored by the university in conjunction with the Junior League, was organized and now conducts a full-time program for both white and colored children who live in the City of Waco.

In the television field, as well as in the sound film field, the drama department is presently attempting to offer its students the best possible training available. Some half-dozen original one-act plays, written in the department's playwriting course, were adapted for television last year and presented over a Fort Worth station. Two sound films have been made already, and several more are currently in the shooting stage.

Staff members in charge of each of the above activities have been added to the drama faculty each year, as the need for more adequate supervision has developed. All aspects of the program are housed in Baylor's unique new theater building, designed by Mr. Baker and built during the early years of the war. Seating some 175 persons in swivel chairs, the new theater has six practical playing areas and a light booth suspended from the center of the auditorium—making it one of the most flexible plants in the country.

In the current two-year study, sponsored by the General Education Board to investigate ways and means for integrating more thoroughly the many phases of this program with the actual needs of the communities in the area, typical communities of varying population levels will be studied at close range. Surveys will be conducted to determine the extent to which leisure-time activities are available to different interest groups; the manner in which these groups make use of their leisure time; the facilities, both existing and potential, which can be utilized to increase the creative use of leisure.

It is anticipated that the results of this study will be used as the basis for courses designed to train students to become more effective leaders in community recreation. Wherever possible, the students themselves will assist with the study, and it is expected that advanced students may obtain actual experience in the field. Using their knowledge of the theater arts as a springboard, and moving steadily into related aspects of recreation activity, these students will be assigned to specific community projects under the supervision of theater faculty members. In this way, two equally important objectives will be served simultaneously —more effective leadership training, and the development of an assistance program to meet community needs.

All phases of the Baylor Theater program will probably become involved in the project ultimately. Students engaged in religious drama work will assist community churches with a drama program; children's theater students will help communities to organize their own dramatic groups on the child's level; students studying community theater problems will attempt to organize civic drama groups throughout the area; touring schedules will be set up to bring the living theater to countless small communities. Documentary films on typical leisure problems are also being planned in connection with film courses. Ultimately, other departments in the fine arts curriculum, together with the sociology and physical education departments, may be drawn into the picture.

Although most of this work is still in the blueprint and planning stage, a major experimental project has been set up in the rural area of Tin Top, Texas, forty miles southwest of Fort Worth. Cecil Massey, a graduate student in drama, has been living in Tin Top since October, assisting the people there in developing a recreation program. At the same time, he has been gathering material for his master's thesis on "An Analysis and Study of the Leisure-time Problem in Tin Top, Texas."

Tin Top is an isolated, typically rural section which spreads over some twenty-five square miles of tableland. Its 105 residents are primarily engaged in farming and ranching. There are no phones in the area, roads are in need of repair, and—until recently — very little that could be termed "community life" existed there. Countless barriers, both real and imaginary, had been built up over the years, tending to keep the people apart from one another.

About two years ago, prompted by one of the more community-conscious families, Tin Top entered a rural neighborhood improvement contest sponsored by Texas A&M and a local farmers' magazine. The people began to come together

occasionally to accomplish the many tasks concerned with improving their roads, homes and farmlands. By the end of the contest in March, 1949, Tin Top won a prize of $100 for sixth place in the finals. With this incentive, they determined to build a community center as the main project in this year's contest.

With the center in view—a place to gather, to play, to get to know each other, and to have leisure-time fun—the community decided it needed help in planning a recreation program. Thus the specialists from Baylor were called upon. Mr. Massey's particular assignment was to make Tin Top his temporary home, get to know the people and their needs, and to develop their interest in creative leisure activities. His objective is to aid the people of Tin Top to develop their own recreation leaders so that the community center program will grow after assistance is withdrawn.

By November, almost all of the Baylor Theater program had become partially involved in the work at Tin Top. Children's Theater workers had organized community children in an activity group; religious drama students had presented a play in the Tin Top tabernacle; and a documentary film on the sociological aspects of the new-found community spirit had been started.

It is too early to make any positive statements regarding the ultimate success of the work at Tin Top. Whether the project will provide any lasting contributions toward better living in this isolated rural area is still anybody's guess. But, for the moment, the effect of Baylor's new leisure-time leadership program on the population of Tin Top is, without doubt, tremendous. At the same time, Baylor's drama students are learning firsthand about the many problems involved in bringing their skills to bear on a specific community situation.

Leadership in Philadelphia

CLARENCE G. SHENTON

"THE GREATEST YEAR of expansion of public recreation in the city's history" was the term applied to 1948 by the Philadelphia Bureau of Recreation in its annual report. The city had embarked two years before on a recreation program in which about $12,000,000 was earmarked for rehabilitating existing recreation centers, building facilities on city-owned land and acquiring new sites. However, the Philadelphia Recreation Association felt that something else was very much needed—better qualified workers.

The association found the chief of the city's Bureau of Recreation, the director of public welfare and representatives of the Civil Service Commission entirely sympathetic with its point of view and, after it obtained information from the National Recreation Association and a National Committee on Recreation Personnel Standards, City Hall promptly adopted new specifications for recreation workers.

The contrast between these requirements, which became effective in 1949, and those of 1947, is striking. Both naturally emphasize such qualities as good moral character, good health, pleasing personality and reliability, but when it comes to the training and experience that must be offered before the applicant can even take the examination, 1949 stepped out far ahead.

In 1947, a candidate for "Recreation Leader, Grade 4" had to have the equivalent of graduation from a high school and some special training or experience in recreation, physical education and playground work. If the equivalent of high school graduation could not be offered, two years in high school and a year of experience would suffice.

But, in 1949, the candidate had to have the equivalent of high school graduation, completion of two years in a university, and at least a year of successful experience in recreation activities—six months of which must have been as a leader. In lieu of two years of university work, three years of experience would be accepted, with one year of university counting as a year of experience.

There is also a noticeable difference in the description of duties of the position. The 1947 specifications emphasized physical education, athletics, and gymnastics. Those of 1949 included all this, plus such things as teaching arts and crafts, folk dancing, group discussion, music, dramatics, pet shows and the training of junior leaders.

(New leadership standards can be found in *Personnel Standards in Recreation Leadership,* recently published by the National Recreation Association; fifty cents—Ed.)

Reprinted from the *Philadelphia Evening Bulletin.*

Our Aging Population

LOUIS I. DUBLIN, Ph.D.
Metropolitan Life Insurance Company

What do we mean when we speak of the aged? I shall follow what has been sanctioned by usage, namely, to identify the aged with those who have attained their sixty-fifth birthday. This is, of course, an arbitrary division, but it is a convenient one. Yet it is necessary at the very outset to point out that this does not carry with it any connotation of physical infirmity or of economic dependency. The so-called aged—that is, those who are sixty-five and over—are a diverse group. Some at sixty-five, and even at younger ages, are clearly old by any standard; others at eighty are still fresh and spry and are doing a creative job.

In other words, we must distinguish between chronologic and physiologic old age. They may be very different. We all know of many extraordinarily able men in our own business and in other pursuits who, at seventy-five and eighty, continue to carry large responsibility and do it well. They are anything but old men, either physically or mentally. It will help us in our later considerations to keep in mind this important distinction between chronologic age and physiologic age.

There is another basic fact that I must develop somewhat fully in order to lay the foundation for what I shall say further on, and that is the rapidly increasing proportion of those in the later age brackets. Until fairly recent decades, our country was characterized by the youth of its people. We had grown rapidly through the heavy immigration of relatively young men and women, and this, together with high birth rates, swelled the proportions at the younger ages. The effect, of course, was to diminish the relative importance of those sixty-five years of age and over.

Thus, in 1900, in a total population of seventy-six millions, only 4.1 percent were in the sixty-five and over age bracket; less than in the more stabilized countries of Europe. The old among us were then relatively few in number, and they were readily absorbed into the normal family life of our people. No wonder they attracted relatively little attention. Certainly there was little awareness of a serious economic or social problem arising from our old people. No special facilities were thought necessary for them outside of the poorhouse for those who could not provide for themselves, or had no children or other relatives who could take care of them.

But conditions have changed materially in the last fifty years. Immigration was virtually cut off in the early twenties. Our birth rates have declined rapidly and, despite the wartime resurgence, the outlook is for further decreases. Then, to round out the picture, the advances of medicine and of public health work have saved more and more young lives. You know how infant mortality has been sharply reduced. The children's diseases, which in the earlier years were devastating, have been virtually eliminated as factors in mortality. Typhoid fever has been practically wiped out. Even tuberculosis and pneumonia and influenza have been reduced over eighty percent since the beginning of the century. The effect of all this life-saving at the earlier ages has, of course, been to bring more and more of the population into the older age brackets.

The accompanying chart illustrates in a dramatic fashion the changes in survivorship during the last fifty years, as a result of the improvements which I have enumerated. These are survivorship curves which show what happens to two popula-

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Mr. Dublin, second vice-president and statistician of the Metropolitan Life Insurance Company, gave address excerpted here at Annual Forum of New York Chapter of Chartered Life Underwriters, April 1949.

tions, each of 100,000 traced from birth to the end of life, one under conditions of mortality prevailing at the beginning of the century and the other under current mortality conditions. I have also projected the survivorship curve for another 100,000 on the basis of mortality conditions which will probably prevail about 1975.

Observe how marked the shift has been in the age at which survivors are reduced by one quarter. At the beginning of the century, one-fourth of those born failed to live beyond twenty-four years; but, currently, the same proportion survives to sixty years, and according to the forecast for 1975, it will be sixty-seven years. At the halfway survivorship mark, the figure advances from fifty-eight years at the beginning of the century to seventy-two years currently, and the indications are that it will be about seventy-six years in 1975. Let us look at this in still another way. Mortality conditions in 1900 were such that a young man eighteen years of age starting out on his productive career had one chance in two of reaching his sixty-fifth birthday. Today, his chances of survival are two in three.

Taken together, the three factors I have mentioned—cessation of immigration, reduction in the birth rate, and improved survival—have radically changed the pattern of our age distribution in the past fifty years. The census of 1950 will, according to latest estimates, show more than eleven million people over sixty-five years of age, or 7.7 percent of our total population. In other words, the proportion of older persons has about doubled in the last half-century, and the absolute numbers have almost quadrupled.

Not only are more people entering the threshold of old age, but the outlook for living beyond that age has also improved. For the average person now at sixty-five, the expectation of life is thirteen and two-third years, about two years greater than in 1900. I hope you can now see more clearly how we have arrived at our present situation, in which people beyond sixty-five loom large, both in numbers and in the importance of the challenge which they present to us for their welfare. Old age is a significant period of life and will be increasingly so in the future.

There are other considerations which bear on our problem. Since the turn of the century, our population has become increasingly urbanized and industrialized. In 1900, our cities and towns included only forty percent of our people; in 1940 the figure was fifty-seven percent, and by 1950 it undoubtedly will be considerably higher. Now it makes a lot of difference whether old people live on farms or in cities. In the good old days, when we were predominantly a rural and agricultural people, the old were still useful in the home and on the farm. They then found a ready acceptance in the large houses of their children and grandchildren. How different the situation is today, when so many of them are concentrated in the cities and dependent for a living on a job in industry or trade! And with the housing problem acute as it is, the small flat is certainly no place where the aged parent can be absorbed by children raising their own family. Nor is it to be overlooked that the dependent aged parents of today have fewer children to share the burden of their support than was the case half a century ago.

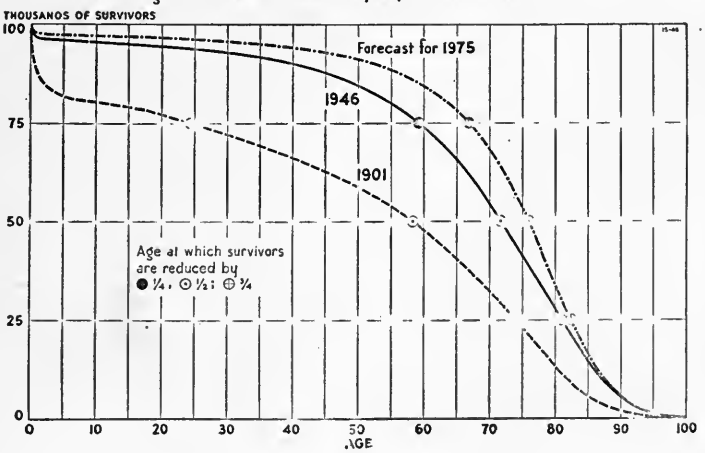
This, then, is the picture that confronts us. What are its social and economic implications, not only for the aged themselves, but also for the nation? Why all this discussion and concern about our aging population?

* * * *

The well-being of the aged among us involves much more than the correction of their economic difficulties. . . . Those who minister to them have observed the boredom and sense of frustration from which so many of them suffer. . . . The great desideratum is a community organization of public-spirited citizens which will be concerned with meeting the needs of the aged. It will inquire into the adequacy of the local facilities—facilities for recreation, for the development of hobbies or for the utilization of the talents of older people. Such an organization will see that old people are visited by kindly neighbors; that they are made much of on public occasions and given places of honor. All of this will help to encourage the feeling among oldsters that they are still useful and wanted.

SURVIVORS FROM BIRTH TO SUCCESSIVE AGES

According to Life Tables for United States, 1901, 1946 and Forecast for 1975



RECREATION OPPORTUNITIES *for Oldsters*

FOR MEN and women in a late period of life, the problem of "what to do" with one's self is of acute importance. Frequently the daily routine of work at one's job or profession has been terminated by this time. A man may now find that retirement sans responsibility has lost its desirability; and a grandmother who suddenly finds herself with no family to care for, no house to keep up, will be at loose ends for something to keep her busy.

In large cities the problem of recreation for oldsters is even more serious than in small towns and rural areas. Recognizing this, the Welfare Council of New York City and several other local organizations have set up special plans of interest for older people.

The New York Adult Education Council at 254 Fourth Avenue, for example, offers person-to-person consultation with any man or woman who would like information on local recreation and education opportunities. The New York Public Library, with its several branches, has readers' advisors who are glad to suggest books on hobbies and other interests. Some libraries have music-listening groups for opera broadcasts and for recorded music. The Ottendorfer Branch at 135 Second Avenue is one of these. Discussion groups and reading clubs are held in a number of branches and the City College of New York offers courses in art, languages, and so forth, in several neighborhood libraries. Only a moderate fee is charged, and there are no academic requirements.

In many different city neighborhoods—Manhattan, Brooklyn, the Bronx, Queens, Richmond—recreation centers for folks of fifty, sixty and over have been established. Some, such as the William Hudson Community Center at Tremont and Third Avenues in the Bronx, are sponsored by the city Department of Welfare. Some are sponsored by organizations such as the Salvation Army; the Senior People's Community Club at 224 West 124th Street being such a group. The Council Club for Older People at 2828 Broadway, sponsored by the National Council of Jewish Women, like many groups with religious affiliations, has a non-sectarian membership.

Two typical older adult centers are the Elliott Neighbors' Club of Hudson Guild, located at 441 West 28th Street, and the Happy Meeting Club, at 237 East 104th Street, Manhattan. Both are non-racial, non-sectarian, and charge no fees. The former is for men and women, sixty and over, mainly from the Chelsea district. It has two rooms and a kitchen in the Hudson Guild Annex, with a radio, a piano, magazines, and craft equipment. One paid staff member is in attendance, as well as a part-time Department of Welfare worker and volunteers. The club is open Mondays through Fridays during the day, and has an average attendance of thirty-five, although the capacity is a hundred persons.

The Happy Meeting Club has a very similar framework. The types of recreation offered by these clubs include dramatics, concerts, cultural meetings and discussion groups, pottery and painting, community singing, a rhythm band, motion pictures, sight-seeing trips and so on. They also hold open house, social teas and lunches there. Officers usually are elected within the club membership to take an active part in its management.

Some groups offer mental and dental attention for members. Others provide opportunities to do typing and mending for financial remuneration. These recreation centers offer new friends, new things to do, new interests in life to men and women who seem to be "out of things" because of their years.

There is room for improvement in New York and in many other cities. But "old folks" need not be "forgotten folks," and these recreation centers show what can be done for them—to help them "do" for themselves. Life can be full and fun, at sixty and beyond.

For further information, send for "Recreation Facilities for Older People," prepared by the Welfare Council of New York, 44 East 23rd Street. Single copies ten cents, fifteen copies one dollar, fifty copies three dollars.

HOBBIES

Mrs. Zoboli showing pottery made with new process.

A New Kind of Pottery

KATHERINE SAUNDERS

Rose Zoboli of Norwood, Massachusetts, makes her recreation time pay by teaching people to make Town Line Pottery, an unfired ceramic ware which dries to a permanent gloss-finish within twenty-four hours. After a special varnish has been applied and smoothed, some beautiful pieces result—including everything from small ash trays and lovely flower bowls to complicated lamp bases and boxes with covers.

Mrs. Zoboli learned the craft from its inventor, Maxwell H. Fellows of Boston, and now gives lessons to a few Norwood women, two nights a week. Pupils are told to bring an old pan and mixing spoon, and to wear their old clothes. An old kitchen knife and a towel added to the picture—and everything is ready. Beginners turn out two ash trays in the first evening, and do they feel proud!

Town Line Pottery is made exactly in reverse of the usual pottery process. Generally a plate would be formed from soft clay, the glaze sprayed on, and the whole thing fired under very high temperature. Town Line begins with the glaze which is the most beautiful part of the process. These glazes are made in thin sheets, held together with fiber, and crackled before applying so that the finished pieces sparkle like diamonds.

A cement mold is placed on the table, greased with something that resembles petroleum jelly, and the magic glaze—crackled and dipped in cold water—is applied, pressed down firmly, and a thin clay mixture brushed on to hold it from slipping. After that, the clay—having the consistency of ordinary modeling clay — is spread on with a knife and cut off around the edges. The top is made as smooth as possible and, in twenty-four hours, the complete product is dry.

The finished work of art has the appearance of antique crackle ware and the unusual colors of the glaze—bright as the sunset, gay as flowers, warm as a painting—make the pieces striking and magnificent. Enthusiasm for Town Line has spread from Boston to New York and along the coast to the south. It is also taught in the midwestern states, and has been accepted by the Association of Handicraft Groups of Massachusetts.

Mrs. Zoboli has made many good friends through her hobby and, although she does not have as much time as she would like to devote to it, she and her class members are deriving a great deal of pleasure from creating this new kind of pottery.

OPEN HOUSE

Tray painted with asphaltum.

OUR community center in Bloomington, Illinois—population 40,000—tried a week-long open house for arts and crafts recently. During afternoon and evening classes, and a morning free-time workshop period, all the major handcrafts were taught. These included hobby interests such as wood carving, clay modeling, leather work; money-making crafts such as textile painting, plastics, ceramics; and simple projects suitable for children—glass etching, linoleum block cutting, and working with papier-mache.

Groups were in charge of competent, but not always professional instructors. The registration fee was nominal—$1.75 for the complete course or fifty cents per two-hour session. This covered the cost of materials used, as everyone attending worked on a simple project at each lesson.

It can readily be seen that this was a non-profit venture. Its purpose was to encourage organization leaders, local and out-of-town, to come and learn, and to spread their knowledge in their own groups. Many school teachers were in attendance, sent by their principals, as well as church workers, scout leaders, camp leaders, therapists and just interested individuals.

Out-of-town people were induced to attend by the distribution of circulars quoting rates in private homes and hotels. Inexpensive lunches were served at the center by church women.

The publicity was effectively handled. Fifteen thousand circulars were mailed to city teachers, county teachers, 4-H leaders, scout leaders, Home Bureau chairmen, doctors, dentists, ministers, those on the extensive mailing list of a local, church-sponsored summer camp, and to 200 people who had been at the center previously for some type of craftswork. One hundred posters were made up and distributed by art students; window displays were featured in local stores and in the public library.

Announcement of the event was made on the radio a week previous to the open house, and local firms paid for newspaper advertising listing the following day's schedule. The staff consisted of sixteen instructors gathered from college and high school art departments, expert hobbyists, and fourteen helpers—all volunteers.

On Monday afternoon, about fifty people registered and paid the fee, or indicated that they had paid in advance through the mail. In the latter case, their name was on file and they were admitted. To facilitate matters for evening classes, which were twice as well attended, two desk clerks and two desks were kept busy. All in all, 204 persons registered.

Classes were held in the large gymnasium in the Bloomington Community Center. (The "Y" building or church basement might be used.) Local and out-of-town dealers in art supplies sent displays, which were set up around the unused portions of the gym, and we sat at banquet tables.

Everyone kept busy. In metal etching, for instance, after a fifteen-minute summary of the process by the instructor, each member began to find out for himself how simple and attractive the work

ELEANOR S. JOSEPHSON

for HANDCRAFTS

A Community Center Experiment

could be. Mimeographed sheets were handed around to aid in following instructions. On a table at one side of the room were laid out the materials to be used that afternoon—aluminum circles, pencils, tracing paper, carbon paper, pads of steel wool, paint brushes, black asphaltum, turpentine, a handy jig for fluting edges, and even paper towels for cleaning up. Each person always cleaned up his own place, and all tables were clear when the class left.

Shiny black on gleaming silver—why those six-inch trays looked beautiful even before they were finished! Asphaltum has to be allowed to dry completely before being subjected to muriatic acid. That was why the morning workshop was so necessary. Peeking into the kitchen at any time that morning you could find several people stirring a liquid with a feather and anxiously peering through fumes into their mixture. They needn't have worried, for every finished piece was practically an object of art.

The Monday evening class almost became a candlelight party. The clay modeling instructor had demonstrated how to make pottery through various methods—turning, coil, rolling pin and so on. She repeatedly stated that the beginner must get the "feel" of the clay in order to understand its handling. Each person had been given a generous lump of clay to "throw" (to remove air bubbles) on masonite boards laid on the tables. After giving the clay a good trouncing, the class settled down to creative work, using their hands as tools. That was when the electricity short-circuited. It was pitch black, but undismayed by the unusual experience, students kept right on squeezing and pushing and shaping their clay. Someone remarked, "Mine looks much better this way," and the general laughter which followed showed that everyone had entered the spirit of the occasion. By the time candles were located, electric service was resumed. Then the pitchers, mugs and ash trays were lovingly patted into finished products and left to dry for future firing.

The Tuesday afternoon metal modelers were

Enthusiastic amateurs purchased leather for tooling, made beautiful articles. Below: Tracing the design.

amazed to discover that, merely by pressing a thin sheet of metal with an orangewood stick, a three-dimensional picture could be developed in a jiffy. Of course, beginners traced the pictures to be modeled, but for raising the pattern, they were strictly on their own. Folded newspapers were used as a pliable work surface for the copper, aluminum or peacock alloy metal sheeting. Many rolls were bought for home use—a testimony to the effectiveness of the course.

The large evening class in textile painting was divided into two groups. Basic instructions were presented to the entire enrollment. Then those interested in experimental work went onto the large stage where tables had been set to accommodate them, and where textile paints, brushes and stencils were within reach. Those who hadn't brought their own material brought white hankies. An instructor showed how to cut a stencil and answered questions.

Simultaneously, down on the gym floor on the other side of a drawn curtain, an instructor was demonstrating the art of necktie painting with oils. He traced a painting of a horse's head, cut his stencil, and completed the project in an hour. His audience watched, hopeful that they might go home and do likewise.

Another session covered linoleum block printing. Class members worked on four-by-five-inch pieces of linoleum—one later won a prize at the Bloomington Amateur Art Exhibit when used as a pattern on a boy's shirt. Some made designs for greeting cards.

Wood carving, both simple and intricate, and glass etching and plaster craft were demonstrated in another lecture period. Plaster craft proved so absorbing that the class wouldn't leave until eleven p.m., record for the evening sessions during the week. The following morning many were back, working with the rubber molds, pouring in wet plaster and letting it harden into figurines, or learning to make rubber molds with liquid rubber.

That afternoon, working in plastics was discussed by the professional advisor who was present at the open house the entire week. What promised to be a fascinating demonstration on carving plastics with an electric drill, however, was a casualty when the electricity failed again.

At the evening class on leather work, a general talk was followed by a division into two groups. On the stage, scrap leather was converted into neatly laced change purses and key holders. On the gym floor, the more experienced purchased leather for tooling or carving fine articles, and took turns working with electric tools.

The intricacies of swirls and whirligigs fascinated enthusiastic amateurs during the afternoon finger-painting session. When the demonstration was over, they took sheets of shelf paper from the speaker's table, spooned blobs of color on them, and returned to their places to experiment and see if it could really be done. It could! Each person hastened back for more paper, another color and, made bolder by quick success, proceeded to combine colors.

Designs for waste baskets, gift wrapping paper, place mats and the like were laid out to dry while the artists enjoyed a sound color film. The subject of the movie was textile painting, watercolor stenciling and show card color work for children. (Sound movies on various phases of arts and crafts instruction may be borrowed free of charge, except for mailing expense, from the American Crayon Company, Sandusky, Ohio.)

The Friday evening class, the last of the series, was devoted to the teaching of inexpensive crafts. With tinsnips and old cans, a deft instructor practically conjured up reindeer and sleigh, a horse and other articles for table decorations. She also covered the more prosaic forms of tin craft and showed how to make cooking utensils for campfires. There was no group participation at this session. A dramatic presentation by a Girl Scout troop followed. This was an effective introduction to papier-mache work. The scouts wore clever masks made at troop meetings, and brought small articles for display.

One thing learned from this experiment is that audience participation is a necessity for successful classes. Wood carving and plastics did not offer this and were not as well received as other sessions. Future wood carving classes can supply bits of soft wood for penknife whittling. Plastics, though, are too expensive for the amateur, and such a class is not likely to be repeated.

Leaders of the workshop hope to interest members in forming various guilds for the coming year, the plan being to give those interested in more intensive study of any one subject an opportunity to spend an entire week on such work. This group could then form a guild to produce high quality merchandise for sale at a mart set up at the center, or through other outlets. Thus, people with ability could obtain some remuneration for their efforts, and people with fine taste and gift problems could purchase these objects.

Meanwhile, we have found the mass education technique to be an effective basis for further developing crafts interest and skill.

A. J. SCHARA

Unique Snowball Contest

A local industrial plant brings magic in midsummer

LAST YEAR, the City Recreation Department of Manitowoc, Wisconsin, conducted a snowball contest in midsummer. This was made possible through the excellent cooperation of the Sorge Ice Cream and Dairy Company, which generously furnished the snow and prizes for the youngsters, plus a visit through their plant—for both youngsters and parents—where plant snow is manufactured daily.

The program started when the Sorge Company had an oversupply and approached the recreation department, asking what to do with the surplus.

It was a great day for over a thousand youngsters who gathered for the big event. The arts division of the recreation department made large targets, six feet by nine feet, of heavy cardboard, on which were painted full-size snowmen and women and large snowflakes. In the winter, real snowmen could be used.

The youngsters were separated according to age groups so as to give each child an even break:

Six to seven year olds—twenty feet away from the target.

Eight to nine year olds—thirty feet away.

Ten, eleven and twelve year olds—forty feet.

The targets were set up in lanes, one judge taking charge of each lane. The youngsters registered at a long table, each group keeping in its own lane. With the help of a public address system, we were able to keep them fairly well under control. Three youngsters of each group then were permitted to make their snowballs and go to the line to throw three snowballs each.

The scoring was as follows: hitting the snowman—five points; hitting any one of the snowflakes—fifteen points; hitting the bell which was hung on the hat of the snowman—twenty-five points. Each judge took down the name of the youngster and the number of points he or she scored. Boys and girls threw the same distance but their scores were kept separately because the awards were duplicated, one set for each.

The scores were all kept on official score sheets for the semi-finals which were held the next day. The reason for this was that by the end of the morning, with 500 youngsters competing, we found we were going to have a number of ties. This was handled very nicely by a full write-up of the contest in the local paper, the names of the winners included in the article. In addition, we were given good radio publicity and the recreation office also called the homes of the youngsters to notify them that they were among the finalists.

Snow in August is exciting. Over1,000 youngsters came.

In the final event, five snowballs were thrown by each contestant in an attempt to make future ties almost impossible. This method proved very satisfactory. This could have finished the contest, but a grand prize was to be offered to the city champion, boy and girl, so our contest continued another evening at the county fairgrounds. The three youngsters with the highest scores in each age group threw in the grand finals, which were held in front of the grandstand, packed with 3,000 or more spectators. Here the eighteen youngsters threw at a single target, the distance being different for each age group, with scoring the same as in the finals. The grand champions were a little girl seven years old, and a boy twelve.

Author is director, Manitowoc Recreation Department.

Camp buildings were dedicated and used immediately.

Notables before the mike; on the left, Senator Foley.

"Home for the Month"

THE OCCASION for these photographs was the dedication this summer of several new buildings at Camp Holley Ridge in the Leete's Island section of Guilford, Connecticut—the vacation home of children in the Dixwell Community House section of New Haven. The buildings and other facilities are the results of contributions, and the construction of the camp the result of the handiwork of others—all thinking in a common vein that "young children deserve and should have vacation spots other than city streets." Behind it all is the aim to provide youngsters with the means of spiritual growth so necessary for a full life, and to help them acquire an appreciation of nature.

Let W. Norman Watts, one of the guiding lights of the Dixwell Community and Holley Ridge tell you a little of the history of the camp.

"Early in our camping experience at Dixwell Community, we used the New Haven Park Department and Inter-Service Club location, Cedarcrest, but by 1943 the demand for camping space was so heavy, we concluded that we could no longer overtax Cedarcrest for long-term stays. It was about this time that we heard of a man in our community who might help us. He was Dr. William A. Holley, and we went to see him at his country place in Leete's Island. We walked through the lovely wooded acreage, overlooking Long Island Sound, and suddenly Dr. Holley asked: 'How do you like it here?'

" 'Splendid,' I exclaimed, 'and it is so wonderful, I'd like to start a camp here for the children of our community.' 'It's yours,' Dr. Holley said. 'It's yours for the children.'

"And that did it. Camp Holley Ridge was born in July of 1943. The work was not easy, but so many willing hands turned to the job that we were ready for the first girls' group in August. Today, six years later, and with the help of so many volunteer workers, contributors and service clubs, Camp Holley Ridge's physical plant includes three cabins, the Kiwanian Hall (dining room and kitchen), Rotary Club (housing showers, laundry, and library when fully equipped), an administration cabin, several tents, and a large cleared play area."

Mr. Watts added that the physical plant, while absolutely necessary, was secondary to the intangible moral plant—the great good accomplished in that half dozen years in providing so many youngsters with a slice of country and shore life. It is, to be sure, only "a home for a month," but one which will dwell within them for much longer than that.

Camp Holley Ridge, by the way, is interracial, and inter-community, too, inasmuch as it is a New Haven-Guilford project. It is international also. During the seasons of 1946 and 1947, through the courtesy of the American Friends Service Committee of Philadelphia, there were work camps at Holley Ridge. The campers were high school youths from throughout the United States, England, France, Switzerland and Finland. These young people were of considerable aid in road building, clearing the play area, construction work, and in conducting camp activities.

But, in addition to being interracial, inter-community and international, there is something else to be said of Camp Holley Ridge. It is truly inspirational.

Reprinted from the Connecticut *Shoreliner*, magazine of the rivershore area, midsummer, 1949.

The Latest Word . . .

● THE GAME of bridge is taking a back seat while the latest word in fashion is Canasta—that fascinating new Rummy variant from Argentina. This is a livelier game by far, and just the ticket for those who prefer gaiety in their social gatherings. Teen-age groups, young adults, the elderly—all are taking it up, and if you are a recreation leader you'd better know how to play.

The only equipment you need is two standard decks of playing cards, including the four jokers. In Canasta, unlike other forms of Rummy, sequences are not allowed—you're always trying for that seven-of-a-kind. Two people can play, each receiving a hand of thirteen cards. With four playing, there are two partnerships, and eleven cards are dealt each player. The rest of the deck is placed face down to make the stock pile. The card on top is turned face up and becomes the "up-card."

A Canasta (meaning basket in Spanish) consists of seven cards of a kind; or—for less value—a mixed Canasta consists of a basic collection of four or more of a kind plus one to three wild cards. Suits don't matter. All deuces and jokers are wild—in other words, when you play them you may give them any value you choose.

It's fun to work out ways of running up your score, for the game offers plenty of latitude and can really become cutthroat upon occasion. The winning person must total 5,000 points. A nice part about the game, too, is that although it is not complicated, it offers enough variation to be interesting at all times.

Extra points can be picked up along the way, if you are lucky, such as the extra hundred points awarded for every red three drawn. (Four red threes will count 800 in your favor; but try to get them!)

The order of play goes on as in other Rummy games, each player drawing a card in turn and ending each play with a discard on the up pile. Of course, there are other features to the game that you must know about; so if you really want to try it, or to introduce it to some of your groups, why not write the Association of American Playing Card Manufacturers, 420 Lexington Avenue, New York 17, for a free copy of the rules?

THE SUPERVISOR OF MUSIC for the Milwaukee Department of Municipal Recreation started his rehearsals for a children's chorus at one of the social centers where most of the boys and girls were Negroes. He asked them what spirituals they would like to sing. One child raised his hand and said, "Silent Night," and another, "Little Star of Bethlehem." The supervisor said that these were not spirituals. Finally one little boy said he knew of one. The supervisor asked, "Have you a song?" The boy shouted out, "Yes, my favorite is 'All I Want for Christmas Is My Two Front Teeth'!"

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5. Does not know—or practice—moderation in either work or play.

That's the short sketch painted by the clinic from its treatment of some 2,000 "tired business men" since February 1948. One Philadelphia industrialist sent all sixty-three of his executives for a checkup. Of this number, only twenty percent did not need either a doctor or a psychiatrist, the clinic reported. The psychiatrist was needed, in most cases, to convince the executives that they must slow down and stop worrying.

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A letter from the principal of a Vermont school

SQUARE DANCING in the Village School

FRANCES D. KIELY

THREE YEARS AGO I started teaching a few simple square dances to the children in the sixth, seventh, and eighth grades of the Fairlee School. The enrollment was under twenty, so I was able to have a planned recreation program with considerable individual follow-up analysis. From the first, the children "took to" square dancing. Here was plenty of action to furnish an outlet for their exuberance—and such fun! The action gradually developed into physical coordination which, under careful instruction and close supervision, resulted in pleasure and satisfaction realized as new changes were conquered and ability to follow directions rapidly and accurately improved.

We used records with combined music and calls; records furnishing only the music, the calls being deciphered from an accompanying handbook; and instructional records, from which the children first heard the explanation of the dance, timed so that they might walk out the changes—with sufficient time to think them out—and then swing into the dance with the same instructor calling the changes.

Following exposure to the three types of records, I turned my English classes loose on record-analysis and preparation of comment cards. We had done much work along this line on books, so this opened a new phase of analysis. I was interested in some of the comments, and forwarded those concerning the Durlacher records to Eddie Durlacher, who very generously wrote to the members of the upper grades, expressing his interest and encouraging further correspondence. This gave me a tool to motivate a real live project in letter writing. We have enjoyed a constructive, pleasant correspondence with Mr. Durlacher, which has more than superficial value since he personally conducted an afternoon square dance party for these same children in our own small town. The letter writing is still fresh!

As the children evaluated their own accomplishments, they became aware of new needs, and new phases of pride were evidenced. Here, I observed a boy, slow to work his way into school society, already in; and there, a self-conscious girl showed more general confidence. Through square dancing we were able to share experience outside the expected realm. The children put on a program at an out-of-town veterans' hospital, and last summer we served as "ice-breakers" for a recreation program at Lake Fairlee Club.

For two winters, we have participated in the Old-Fashioned Community Dancing School, where the children have had a related outside-school experience. As a result, age barriers have been removed, and interested parents and friends have become more interested.

Oh, no, our course of study has not been neglected! The quotient of accomplishment has been raised and we have learned much of value concerning etiquette. These boys do not leave their girls in the middle of the floor at the end of the dance! We have no gangling adolescents. We hear very little silly chatter having to do with "boy loves girl." Through very pleasant channels we have learned to listen well and follow instructions accurately. This certainly carries over into all courses.

Am I the only one conscious of the values? No, the children help me evaluate returns, and I rather have a hunch that the parents and friends are in on it, too!

Square dancing lends itself easily to the promotion of a better understanding of social and democratic skills and, at the same time, provides the right kind of occasion for their exercise through pleasure. It offers teachers an effective means of developing in our boys and girls during their formative years the personal qualities that will enable them to stand on sound footing with their fellow beings throughout life.

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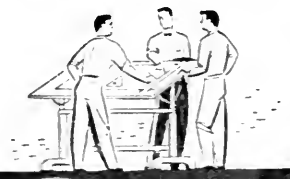

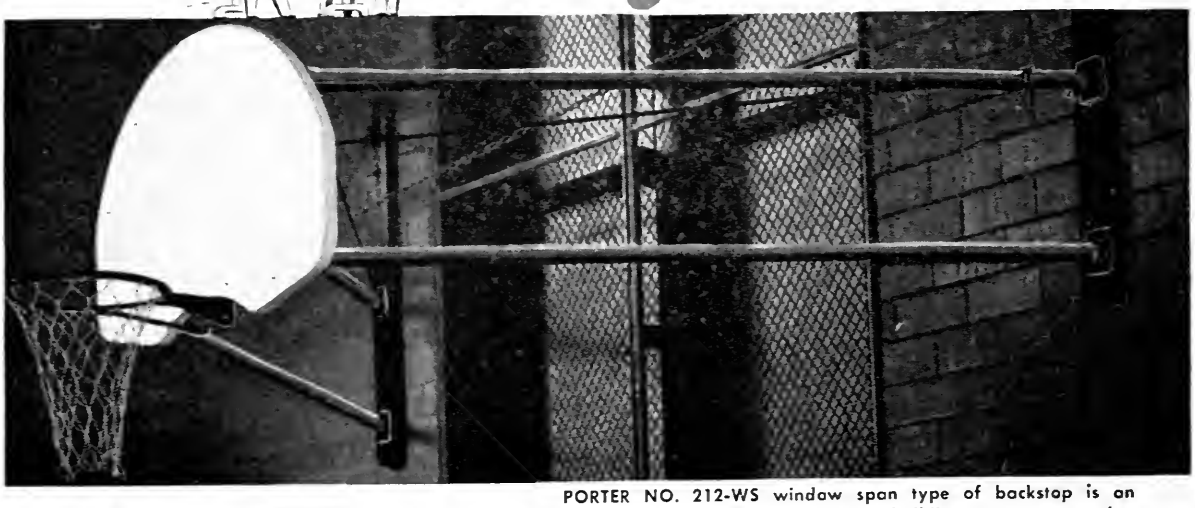

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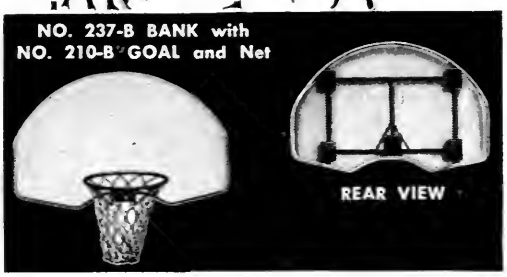

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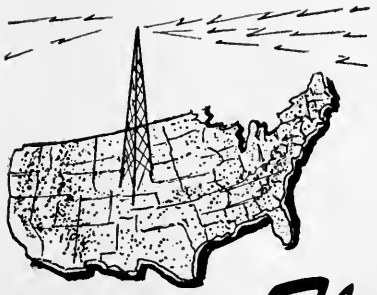

Flashes from the FORTY-EIGHT

Kansas: A recreation specialist has been appointed by the Agricultural Extension Service within the Home Demonstration Division. Emphasis of this new service will be on training recreation leaders for various extension activities . . . A recreation minor has been established at the University of Kansas . . . In cooperation with the Army Corps of Engineers, the Forestry, Fish and Game Commission has established a Teen-Agers Fishing Hole at Kanapolis Reservoir . . . Visitors from thirty-seven states registered at Kansas state parks during the last year. Latest addition to the park system, a 3,000-acre lake, has been leased.

Mississippi: The Mississippi Inter-Agency Committee on Recreation has completed plans for three one-day recreation conferences in early February for mayors, civic leaders, city officials and school board members in Hattiesburg, Jackson and Oxford.

Georgia: The Department of Commerce has inaugurated a campaign for Wayside Parks, and has met with excellent cooperation from a great number of civic groups in many communities who want to sponsor parks. Posts of Veterans of Foreign Wars are sponsoring fifteen.

New York: Governor Dewey has decided to recommend to the legislature continuance of the State Youth Commission beyond June 30, 1950.

Michigan: The W. K. Kellogg Foundation has made a special grant to provide a full-time secretary for the State Inter-Agency Council on Recreation for two years . . . A national conference on Community School Camping was held in Michigan in the fall.

1949 Summary: Some type of state inter-agency cooperation was in effect in twenty-one states in 1949 . . . Florida, Louisiana, Michigan, Ohio and Tennessee inter-agency groups were making studies of state agency recreation programs. A study was completed in Minnesota. Similar studies were being made in Colorado, New Jersey and Pennsylvania . . . California, North Carolina and Pennsylvania conducted studies of local recreation programs . . . The Florida Board of Parks and Historical Monuments was established during the year; also the Ohio Department of Natural Resources, with a new Division of State Parks . . . State Youth Councils were organized in Texas and Wyoming . . . The Idaho State Land Department succeeded the Department of Public Works as state park authority in that state . . . Exclusive of Agriculture Extension Service, thirty-seven states provided services on community recreation problems; eleven states had at least one full-time recreation worker—California, Colorado, Georgia, Michigan, Missouri, New York, North Carolina, Pennsylvania, Tennessee, Vermont and Washington; thirty-one had at least one part-time worker . . . In the rural field, forty-two states gave recreation service through the Agriculture Extension Service; fourteen states had at least one full-time recreation worker—Arkansas, Colorado, Georgia, Illinois, Indiana, Iowa, Kansas, Louisiana, Massachusetts, New Hampshire, Oregon, South Dakota, Texas and West Virginia; thirty-nine had at least one part-time worker.

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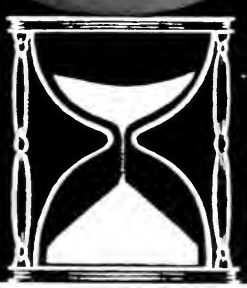

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OLYMPICS *Football Style*

THE BOARD of Recreation of Summit, New Jersey, conducted its first Football Olympics on November 19, 1949. The Olympics were planned on an experimental basis, with the desire to help the boys have a good time, partially to fulfill the need for boys' fall activities, and to stimulate interest in skills related to football.

A group of ten men, representing the various areas of Summit and all fathers except one, were presented with the idea of an Olympics. Everyone was very interested, and thus the Football Olympics' Committee was established. The committee then planned and set up the program.

It was decided that any boy whose home was in Summit, and who was under nineteen years of age, and not on the high school varsity, would be eligible to enter. There were five age groupings: ten and under, eleven to twelve, thirteen to fourteen, fifteen to sixteen, and seventeen to eighteen.

The events decided upon were: Forward Passing for Distance, Forward Passing for Accuracy, Punting for Distance, Drop Kicking or Place Kicking over the goal posts—except the ten and under group which kicked for distance, High Stepping Against Time (tires placed in two lines; boys were to run over course, stepping in center of each tire).

Awards for first, second, and third places were given in each group in each event. A record of the first ten places was kept for each classification in each event. These were then totaled, and the four boys in each age group who received the most points on an all-events basis received additional awards.

Through the cooperation of the schools, entry blanks and instructions were distributed to all the boys from the fourth through the twelfth grades. The local parent-teacher associations, the service clubs, and many other interested individuals lent their support. The *Summit Herald* was cooperative with newspaper coverage.

Each event was conducted by two men, and each age group had at least two adult supervisors. The point recording was done by these men.

Despite snow on Friday and a Saturday morning which was cool and muddy, approximately 100 boys turned out to do their best. Not many of the older boys came out, but this was not wholly unexpected since the committee could not be certain of the appeal to the older boys.

The Board of Recreation and the Football Olympics' Committee were more than pleased with the results. Last year the date for the Olympics already was set when we discovered that National Kids' Day falls on the same date. This year the board hopes to make the Olympics bigger and better, in special celebration of that day.

LEADERSHIP

In an evaluation of recreation leadership, is a check made as to whether the recreation worker subscribes to his professional magazine? If not, how does he propose to keep in touch with new trends, new methods of work, advances in recreation procedures? Where does he get new program ideas; how does he know what is being done in the field? Such information is found in RECREATION.

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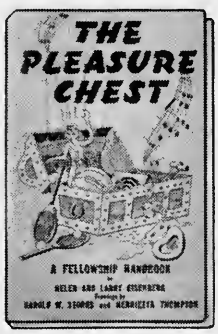

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Magazines and Pamphlets

Jewish Center Program Aids, November 1949
Film Strips—How to Make Them, Samuel D. Freeman.
Day Camping in the County Setting.
Improvisation in Creating Dramatics, Harry Minkoff.

Junior League Magazine, November 1949
Of the Children, by the Children, for the Children.

National Education Association Journal, November 1949
Year-Round Public School Camping, Lotene Willard.

Camping Magazine, November 1949
Program Planning Fundamentals, John A. Ledlie and Ralph D. Roehm.
Rock Collecting, Vinson Brown.
Basket Making, Osma G. Gallinger and Oscar H. Benson.
A Bibliography of Recent Books on Camping and Related Subjects.

American City, November 1949
A New Boat-House for Kansas City, J. V. Lewis.
Laguna's Art Colony Helps Make Municipal Bowl a Success, James Stewart.

Parks and Recreation, November 1949
An Outsider Looks at Parks and Recreation, Monsignor Carroll F. Deady.
Build It Permanently, Jarvin E. Badgley.
Swimming Pool Design and Operation, Chauncey A. Hyatt.
The Maintenance Mart.
National Park Director Tells of Future Planning Program.

Beach and Pool, November 1949
Control of Corrosion, H. L. Rice.
The Swimming Pool: A Water "Gymnasium," Part I, Jackson M. Anderson.

Park Maintenance, November 1949
Court Says No, So North Carolina Has a Problem, Oka T. Hester.
Birthplace of Nation Rescued from Decay, Norman Shigon.

Journal of Physical Education, November-December 1949
"Command Performance," The New London Y.M. C. A. Circus, Kenneth R. Dykes.

Community Service News, November-December 1949
The Community Council and the Community.

Parents' Magazine, December 1949
Raising Good Sports, Edith G. Neisser and Maria W. Piers.

Nation's Schools, December 1949
How to Build Your Own Striplights for Lighting the School Stage, Leland H. Watson.

Safety Education, December 1949
School Parties.

Girl Scout Leader, December 1949
Camping in Snow Time, Julian H. Saloman.

Beach and Pool, December 1949
Planning and Constructing an All-Steel Pool, Andrew Jensen, Jr.
The Swimming Pool: A Water "Gymnasium," conclusion, Jackson M. Anderson.
National Aquatic Conference, Lynn R. Russell.

Journal of the American Association for Health, Physical Education and Recreation, December 1949
Winter Sports in the Elementary School, Robert C. Hawkes.
The National Conference on Graduate Study in Health, Education, Physical Education and Recreation, Ruth Abernathy.
So This Is Education (editorial), William P. Wiler, Jr.

THE NATIONAL SECTION OF WOMEN'S ATHLETICS

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Recreation News

For Achievement in Sports

ROBERT GARRETT, Chairman of the Board of Directors of the National Recreation Association, has received an award for achievement in American sports from radio station WBAL. In its presentation, announced on December 5, 1949, mention was made of Mr. Garrett's interest in recreation and physical education in Baltimore, and of his long association with the Public Athletic League and the Department of Recreation and Parks.

Progress Report

THE DEPARTMENT OF PARKS of the City of New York, in its report to the mayor, summarizes the progress made during the sixteen years which have elapsed since the park service of the city was reorganized into one city-wide park department. The report records the tremendous increase in the number of playgrounds; the increase in total park acreage; the growth in professional recreation leadership; the broadening of the activities program and the increased participation in it; the construction and development of new beaches, swimming pools, golf courses, tennis courts and facilities.

Park Commissioner Robert Moses is placing added emphasis on the provision of additional facilties in neglected neighborhoods and in the new neighborhoods being developed in the outer sections of the city.

Recreation Broadcast in Mexico

IN A RECENT nationwide broadcast from Mexico City, Sidney A. Teller of Chicago spoke on "Preparing Youth for Citizenship," offering material and suggestions from the National Recreation Association. His speech was presented over official Radio Mexico in an effort to help Mexico in its development of recreation facilities and necessary leadership.

Senorita Elena Ramirez, Mayor of Xochimilco, translated the talk and then acknowledged the material and the assistance given by Mr. Teller to recreation and allied fields affecting the youth of her country.

Mr. Teller also acted as observer for the National Recreation Association at the UNESCO Conference, which was held in 1947 in Mexico City, and is special representative to Latin America for World Fellowship, Incorporated.

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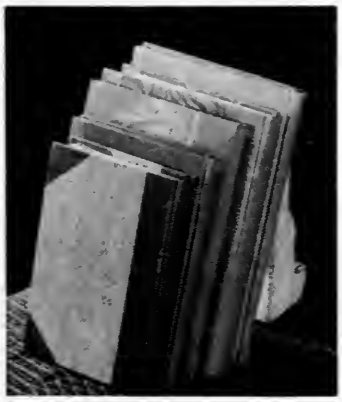

New Publications

Covering the Leisure Time Field

The Art of Board Membership

Roy Sorenson. Association Press, New York. $2.00.

ROY SORENSON has written a compact, interesting and valuable manual for board members, committeemen, and directors. It is designed primarily for non-governmental agencies, but can be effectively used by public agencies with official or advisory boards or commissions.

It describes the differences in types of boards, their functions, duties and meetings. Some chapters are devoted to the chairman and the executive, board members outside of meetings, committees, policies of boards and the spirit of boards. Public recreation officials may well question the relative freedom of action of private and public boards as defined by Mr. Sorenson, but this should in no way detract from the many valuable suggestions the book contains for them.

Play Party Games

M. Katherine Price. Burgess Publishing Company, Minneapolis. $3.50.

THIS COLLECTION of musical play party games, although presenting few games that actually are new, does gather a good selection of those calling for mass participation—including many old favorites—between the covers of one book. Loosely bound, with spiral binding, it is easy to keep open on the piano. The music for each game is presented on the page opposite directions. Contents are divided into circle games, longways games and miscellaneous games.

The School Game Book

Margaret E. Mulac and Marion S. Holmes. Harper Brothers, New York. $2.50.

HERE IS AN excellent collection of many types of games that can be used in a classroom—or, for that matter, in a clubroom or on a playground! Each game is described just as a teacher or leader would read it to the group, so that everybody learns to play it together. The book includes simple dramatic games; arithmetic and number games; magic, relay, word and spelling games; drawing, singing and action games. They are all well-organized by type, kind and grade.

The book is a convenient size; the material is well-chosen and well-written. A good addition for your program shelf.

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Recreation Training Institutes

February, March, April

HELEN DAUNCEY Social Recreation	Burbank, California February 20-24	William F. Keller, Superintendent of Recreation, 1111 West Olive Avenue
	Santa Monica, California February 27-March 3	Leonard Bright, Director of Recreation, 1119 Santa Monica Boulevard
	Long Beach, California March 6-10	Walter Scott, Director of School and Municipal Recreation, 715 Locust Avenue
	Ogden, Utah March 13-17	Robert D. Tucker, Secretary, Weber County Recreation Board, 709 City-County Building
	Salt Lake City, Utah March 20-24	L. C. Romney, Commissioner of Parks, City-County Building
	Jefferson County, Kentucky April 3-7	Charlie Vettiner, Director, Jefferson County Playground and Recreation Board, Armory Building, Louisville
	West Central States April 10-May 12	Schedule being developed
RUTH EHLERS Social Recreation	Memphis, Tennessee March 27-31	Marion Hale, Assistant Superintendent of Recreation, Memphis Park Commission, Fair Grounds
ANNE LIVINGSTON Social Recreation	Joplin, Missouri February 7-10	Reverend Edwin C. Michael, South Joplin Christian Church, 19th and Pearl Streets
	Topeka, Kansas February 14-15	Miss Louise A. Scott, Executive Director, Topeka Girl Scout Council, 213 Stormont Building
	Portland, Oregon February 27-March 3	Miss Dorothea Lensch, Director of Recreation, 115 City Hall
	King County, Washington March 6-17	David J. Dubois, Superintendent of King County Parks and Recreation, 608-A County City Building, Seattle
	Yakima, Washington March 20-24	Ed. Putnam, Metropolitan Park District
MILDRED SCANLON Social Recreation	Pennsylvania March 13-17	Dr. J. M. Fry, Director, Agricultural Extension Service, Pennsylvania State College, State College, Pennsylvania
	Bartow, Florida March 20-23	W. F. Patterson, Supervisor, Health and Physical Education, Board of Public Instruction, P. O. Box 391
	Kingsport, Tennessee April 3-7	W. C. McHorris, Director of Recreation
	Pawtucket, Rhode Island April 17-21	Miss Marie R. Smith, Chairman, Recreation Institute Committee, Council of Social Agencies, 139 Barton Street
FRANK STAPLES Arts and Crafts	Newport News, Virginia February 6-17	C. C. Nixon, Director of Recreation, Department of Public Welfare, Division of Recreation
	Raleigh, North Carolina February 20-March 3	Ralph J. Andrews, Director, Parks and Recreation Department
	Roanoke, Virginia March 6-17	Robert P. Hunter, Director of Parks and Recreation, Municipal Building, Room 4
	Greensboro, North Carolina March 20-31	Oka T. Hester, Director, Office of Parks and Recreation, 316 City Hall
GRACE WALKER Creative Recreation	Augusta, Georgia March 8-11	W. T. Johnson, President, Georgia State Recreation Association, 121 Ninth Street

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Recreation

MARCH, 1950

MAR 15 1950

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Cover Picture

MARCH SUN

The month of sun and wind brings kites, jumping ropes, roller skates, jacks out of chests and closets; play takes to the out-of-doors!

Photo courtesy of Ewing Galloway, New York City.

LOOKING AHEAD

April introduces an annual Playground Issue of RECREATION; *May will carry extra pages of summer material; June introduces a special issue on developments in state, federal and international recreation.*

RECREATION is published monthly by the National Recreation Association, formerly named Playground and Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, N. Y.; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions $3 a year. Entered as second-class matter June 12, 1929, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Recreation

MARCH 1950

THE MAGAZINE OF THE RECREATION MOVEMENT

Recreation Within

RECREATION is first of all the right and the duty of the individual. It is a very individual matter.

No one has a right to force a man who wants to be happy to seek happiness in one certain way not of his own choosing.

One man finds punishment in what another man enjoys.

It is not for the community to force men to enjoy themselves.

Some men are happy to be unhappy.

If a man, knowing that the rose bush has thorns, prefers not to put on gloves and wants to tear up his hands—such is his privilege. Certain men of their own free will choose to walk on hot coals. Only they ought to be willing to do it where they will not make others uncomfortable.

* * * *

The spirit of recreation within a person counts more than anything else.

Monotony is more inside the individual than it is outside—as thousands of persons have demonstrated in making routine life glorious.

Boredom we hear much about. Boredom depends more on what is within than on what is without.

* * * *

Recreation lands, buildings, athletic equipment, recreation laws, ordinances, leadership, machinery of administration there must be, and more than heretofore. But no externals will suffice except as there is the inner spirit of fun, of playing the game.

If there is not the inner spirit of recreation in the hearts of men then no ordinances, no legislation, no governmental machinery will put it there or will save it.

The best recreation workers, through all that they do and through all their material resources, try to build in the hearts of boys and girls, men and women and in the community a deep and abiding spirit of recreation, of abundant living.

The inner habit of finding happiness in little things wherever we can is important. It helps if even a little of the inner joy shows outside.

Grace Moore, who recently died, carried with her to a remarkable degree this joy of living. Characteristic was her comment the night before her death: "It's wonderful to live and to sing." Such a lyric spirit, such a vibrant personality makes easier beauty and elevation in all who are near.

HOWARD BRAUCHER

This unpublished editorial of Mr. Braucher's ends the series appearing in Volume Forty-Three of RECREATION.

Comments

LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

To RECREATION:

"I am looking forward to the renewed inspiration of your publication after about a year's discontinuance. I, as many others in recreation, cannot be without this valuable source material."

JACK B. FELLOWS, *Religious Education Administration, The Central Baptist Theological Seminary, Kansas City, Kansas*

"RECREATION is well edited and offers many helpful suggestions to aid social clubs. We have many club facilities and social activities already established, but we are always interested in hearing about other clubs and welcome new ideas which add to our club services and programs."

HELEN BOGUE, *Secretary, USO-JWB Club, Honolulu*

"I cannot start this letter in any better way than by stating that my staff and I consider RECREATION one of the finest and most helpful publications that can be put into a group worker's hands. We owe RECREATION thanks for ideas and inspirations which have guided quite a number of our most successful programs."

MRS. ANTOINETTE FRIED, *Headworker, Fuld Neighborhood House, Newark, New Jersey*

"I have subscribed to RECREATION since 1936 and I frankly believe that the magazine has improved tremendously in the past year and a half. I was particularly interested in the series, 'American Cities in Recreation,' and also feel that the cover pictures have lightened the magazine."

TEMPLE R. JARRELL, *Executive Secretary, Recreation and Group Work Section, United Community Services, Washington, D. C.*

"A few of us, in a small community adjacent to Jacksonville, seeing the great need for social recreation and playground activities, but equipped with only the will to serve and having no idea of how to organize or promote a recreation program, grasped the opportunity of attending an institute offered by the University of Florida and directed by Mrs. Ruth Garber Ehlers of the N.R.A.

"We believe you would like to know that we feel we have gained inspiration, knowledge and self-confidence that will save our community at least two years of trial and error, the actual value of which could not be estimated.

"If more small communities would avail themselves of the opportunity offered by the institutes, we would indeed be a recreation-minded nation."

MRS. E. S. TROYER, *Ninth School District Civic League, Jacksonville*

To SUBSCRIBERS AND CONTRIBUTORS:

We should like to point out that the above letters, a few among many received, show that RECREATION proves ever more helpful to workers in a widening variety of organizations and agencies faced with recreation problems and the planning of recreation programs. To you, subscribers and contributors, it must be heartening to know that some small part of the nationwide recreation job, which we all are interested in promoting, is being made possible through your own excellent programs, interest and contributions.

Citizens, such as those in Mrs. Troyer's group, could further be helped with information and suggestions carried by RECREATION. Will you call the magazine to the attention of any person, or group of persons, who may be able to put it to work in carrying out some such project?

DOROTHY DONALDSON, *Managing Editor,* RECREATION

DON DORNBROOK

TAKE A RABBIT FROM THE LIBRARY!

Youngsters talk over the Easter situation w one of their favorite visitors to the schoolroo

THEY could not have been more than first-graders. Their little faces were full of compassion and anxiety as they faced the veterinarian.

The boy was trying hard to keep a firm, yet gentle, hold on the baby robin feebly fluttering in his cupped hands. The girl's fat little fingers had an even firmer hold on a couple of pennies.

"Are you the bird doctor?" asked the boy.

"I guess you might call me that," said the veterinarian. "I've often been called a horse doctor. What can I do for you?"

"We're all right; it's this robin," replied the boy, holding out his hands. "We found him in Margie's back yard. He hurt his wing. He can't fly and . . ."

"And if you can fix him, we'll pay you," interrupted the girl. "I got two cents!"

Jimmy gave Margie that withering look men reserve for the female of the species. "Not yet, Margie," he admonished. "He ain't done nothing yet!"

The veterinarian bent down and examined the robin. Its little heart pounded furiously against his palm. One wing was broken.

"Well . . .?" Jimmy demanded.

"I can fix him all right," said the doctor. "Tell you what—you leave him here and when he's well enough to fly again, I'll turn him loose."

"Will this be enough?" said the girl, trying to thrust her pennies into the veterinarian's hand.

"Oh, we don't charge anything to fix robins," he explained.

"Gee, thanks," said the boy. His face broke into a smile as warm as the sun after an April shower.

After they had gone, the vet turned to me and said: "Ever since the Humane Society started a pet library a couple of years ago, every vet in town has been pestered by kids bringing in injured birds and animals. A few years ago those kids would have pulled that robin's wing off. At least children are more humane than they used to be. That's why I always say I can fix their little patients—even if I know I'll have to put 'em to sleep, like that robin."

The Wisconsin Humane Society live-animal library in Milwaukee is the only one of its kind in the nation. When a teacher in any of Milwaukee County's 283 public, private or parochial grade schools wants her pupils to learn about animals at first hand, she just calls up the pet library and orders some hamsters, guinea pigs, white mice, white rats, hooded rats, turtles, canaries, goldfish, tropical fish, or rabbits. There's no charge. It's as easy as drawing out a reference book.

The Humane Society provides the cage and enough dry feed to last two weeks. At the end of that time, the teacher may have the loan renewed. With her pet she receives a history of the animal, together with instructions for its care, the care of its cage, and a feeding schedule.

From 100 to 125 animals are available for withdrawal at all times, and teachers are free to make

their own selections. Canaries cannot be taken out in winter—they catch pneumonia too easily—and the parrot never, because he talks too much and sets a bad classroom example.

The pet library is the brain-child of Gustave P. Utke, who became executive vice-president in January, 1945. Came spring and a teacher asked to borrow a rabbit for Easter. Mr. Utke obliged. Then he got to thinking that perhaps other teachers might like to borrow pets for study projects. Why not a pet library from which all teachers in the city could withdraw live animals just as they take out library books?

The program was begun on a trial basis in all city public schools in the fall of 1945. It proved such an immediate hit that it was expanded to all public, private, and parochial schools of the county the following fall. Since then, Utke estimates, some 15,000 to 20,000 school children have learned how to handle animals in his pet project.

How well they have learned to handle them is reflected in the society's annual reports. In 1945 there were 200 complaints of cruelty to animals by children. The next year the total had dropped to fifty-two. Last year it was a mere four.

"It's safe to conclude," adds Mr. Utke, "that children who are kind to animals will be more considerate towards their fellow men when they become adults."

Children, of course, love the pet library. There is so much competition among them for the privileges of caring for the classroom pets that teachers award this honor each day to the pupil who has been best behaved the day before.

Each month the society provides the schools with 74,000 copies of *Animal Life,* a little newspaper published by the Humane Society of Columbus, Ohio. Because Milwaukee is the largest group subscriber—it goes to every child in the first through sixth grades—there is a special Wisconsin edition, in which at least one column is devoted to local news. This may contain the latest animal antics of Oswald, the big black rabbit; Rocky and Rolly Raccoon; Mickey and Minnie, the waltzing mice; or Pete, the Parrot—all denizens of the pet library.

Pupils take the newspaper home and find it a big help in bringing up parents. Fathers and mothers, upon reading the "Did You Know?" column, are surprised to learn that a dog perspires on its tongue, nose and on the pads of its paws; that the porcupine has been known to remain in the same position for forty-eight hours; and that the octopus does not swim, but moves about on the bottom of the sea by using its arms.

Gustave Utke believes that his biggest job is to convince Milwaukee that the Wisconsin Humane Society is "not just another cat-and-dog organization." That's why the lecture hall at the society's shelter features adult programs three nights a week and is always available to interested groups who want to study animals.

These programs—plus showings of films in schools—reach more than 100,000 men, women, and children in Milwaukee County every year.

All the society's programs—in the schools, before civic groups and at the animal shelter—stress the idea that although not every child in a large city can have a cat or dog, there are many other possible pets. They emphasize the fact that a goldfish or a canary can be just as much of a pet as a cat or dog, and that all must be treated well.

Mr. Utke's first move was characteristic—and prophetic. He tore down all the gruesome pictures in the lecture hall—pictures purporting to show what horrible things happen when people abuse animals—maintaining that this is no way to teach kindness to dumb creatures. Says he: "Tell a child what *not* to do, and he'll do it, out of curiosity. But teach him what animals can do for him and what he can do for them, and he'll do it."

His interest in animals dates back to his boyhood in Fond du Lac, Wisconsin. His father, a blacksmith, had a reputation for being so careful in shoeing animals that his competitors brought him their own colts for the first shoeing.

"I'll never forget the time a farmer came to town with a beautiful team of black horses pulling a big load of hay," he recalls. "As they drew up in front of my father's shop, the farmer dropped his pitchfork into one of the horses. Dad was furious. He ran outside, climbed up on the wagon, and landed a haymaker on the farmer's chin."

Gustave Utke has been preaching kindness to animals ever since. And the attitude of the schools toward his program is eloquently expressed by Superintendent of Schools Lowell P. Goodrich.

In the foreword to the society's sixty-seventh anniversary yearbook, he said:

"Their work is a practical application of the attitudes and ideals which education seeks to develop in the minds and hearts of youth."

Reprinted from *Nature Magazine,* Washington, D. C.

Many years ago, when nature study was being introduced into some of the California elementary schools, a visitor asked one of the teachers "And what are you growing in your garden?" Her answer was "Boys and girls grow in our garden."

Lucy Gage in *Childhood Education*

TURNING OVER A NEW LEAF

Richmond Observes National Park and Recreation Week

"TURNING over a new leaf" in Richmond last spring was not the arduous chore usually attached to this adage—at least not for thousands of Richmonders who thronged to the celebration of National Park and Recreation Week. The announcement of plans for the week, by the National Recreation Association, was greeted with delight by the Department of Recreation and Parks. Expecting many visitors and tourists for the Professional Golfers Association tournament the week of May 23rd, the department seized upon this occasion as a means of entertaining visitors, as well as local citizens.

Prominent and hard-working citizens, specialists in drama, music, dance, nature study, teen-age recreation and public relations, acted as chairmen of various committees—and ideas were as rampant as the foliage on Richmond's beautiful trees.

Trees in Richmond are a source of great pride and the keynote for the special programs stemmed therefrom. "Turn over a new leaf" was advised by leaf-shaped brochures which were distributed throughout schools, hotels and restaurants. Folks both young and old were urged to "Make more use of your parks and playgrounds" and a schedule of coming attractions was included. In order not to conflict with the PGA tournament, the majority of activities was scheduled for the evening hours.

Richmond newspapers published editorials and almost daily accounts of the various programs. Local radio stations cooperated by broadcasting spot announcements, news items and interviews with civic personalities. Civic club speakers were generous with their comments; a full-page program announcement in the PGA tournament booklet reached a wide general audience; news stories were given to house organs, and posters and displays appeared in store windows. Merchants placed advertisements in the newspapers.

A contest in photography attracted members of the Richmond Camera Club, who turned out en masse to record spring's arrival in Richmond parks. Winning photographs were displayed by one of the largest department stores, Thalhimers, and also formed the basis for a Sunday feature story on the city's parks and National Park and Recreation Week.

The scene for the "official" activities was Byrd Park, and here, on Saturday afternoon, an elaborate adaptation of "The Twelve Dancing Princesses" was presented by children's dramatic groups under the direction of the Department of Recreation and Parks.

Simultaneously, in the picnic area, teen-agers swarmed to a "Gypsy Jamboree" of stunts, games, a treasure hunt, and other events.

The Carillon, Virginia's World War I memorial in Byrd Park, was the scene, on Sunday afternoon, of the Thomas Jefferson High School Symphonic Band concert, and the Shakespearean Drama Group of the Department of Recreation and Parks presented "The Comedy of Errors" on Friday.

The "Square Set Hoe Down"—on the spacious Byrd Park tennis courts—lured both young and old, participants and spectators alike. The department had been sponsoring weekly square dances for teen-agers, and Thalhimers had conducted a similar series on its roof.

Monday night was to end the festivities of the week—the finale being an advance offering of the annual pop concerts, normally not to begin for another month. But, so enthusiastic had been the reception of the recreation program during the week, it was deemed advisable to extend it for another night. Consequently, on Tuesday night, music lovers attended the concert given by the Monroe Collegiate Chorale, thirty-five mixed voices blended in a program of spirituals, anthems and popular music. This was the first city-wide appearance of this Negro group.

The highlighted events of National Park and Recreation Week did not detract from scheduled athletic events at the parks and playgrounds, and the emphasis on recreation facilities apparently attracted the interest and participation of heretofore "strangers". This response has imbued the Richmond Department of Recreation and Parks with the determination to offer bigger and better yearly celebrations in cooperation with civic and commercial groups.

RECREATION AND Horticulture

ELIZABETH CLARKE

THROUGH the years of growth and expansion in America many groups and societies have developed that have furthered an interest in gardening. Horticulture has become a hobby and a science that becomes more fascinating as experience and information are accumulated.

Botanical gardens and arboretums have increased in number and offer courses to help the amateur and any person interested in knowing the fundamentals of horticulture and botany. These centers are, however, often situated at places not easily accessible to the average adult away from a central metropolis such as St. Louis, New York or Chicago. For the millions of people living in such cities, the very beauty of the botanical garden grounds is an inspiration. Pilgrimages to these serve to increase each person's knowledge of the plant world.

The meetings of garden clubs throughout the land present well-planned programs which combine excellent talks on some phase of gardening with a social afternoon or evening. These clubs perform civic service by sponsoring some much-needed improvement or town beautification. They are not necessarily local in character, however, but have joined to form a federation whereby they can increase the scope of their work. Horticultural societies play a very important part in this program by offering advice and scheduling lectures. Their excellent libraries contain books to which anyone may refer.

For rural areas, quite another type of organization has been provided by the United States Government. Bulletins on all phases of farm life have been made available; agricultural county agents and home demonstration agents do remarkable work in assisting the farmer on his land or in his home. Much, too, has been accomplished by university extension services which serve rural areas. Farmers may go to them for help or receive desired information in the form of bulletins.

However, many persons who enjoy gardening as recreation are not in a position to take advantage of the numerous opportunities that are offered in the larger cities, and those with small dooryard gardens often struggle along with a trial and error method which frequently makes gardening an unhappy adventure. With a little instruction on easier and proper ways of gardening, this failure could be turned into pleasant recreation. But, it seems that this group of interested people has been sadly overlooked.

Someone has said that gardening is an individual activity and not adapted to group participation; yet adults enjoy sharing interests, being a part of a group where everyone is intent on completing a given project. A few adult education centers in-

Miss Elizabeth Clarke is supervisor of gardens and nature activities, Bureau of Recreation, Baltimore.

*L. H. Bailey in "Garden Cyclopedia of Horticulture," p. 1313, Macmillan Company, 1935.

● In recent years, there has been a growing interest in gardening, as a contribution to public cleanliness and beauty, and as a means of stimulating civic pride. "In America, this application of the gardening spirit to civic improvement has been very marked—as evidenced in the taking away of fences between adjoining properties and the development of a street as a unit. This is a gain to public spirit and to social feeling."*

clude courses in horticulture, botany or nature study. However, of eighty agencies (botanical gardens, horticulture societies, recreation departments and adult education councils) asked to furnish information on the subject, fifty-one replies showed that only eighteen offer courses or lectures in natural history or gardening. Of the fifty-two recreation departments in large cities that were solicited for information, only four attempted such a program on the adult level. Yet, it is assumed that, in order to fill local recreation needs, recreation programs are planned to be as well-rounded as possible, offering activities for all the people. Nature study and gardening, therefore, should be included. Some recreation centers provide organized nature walks, while a few have adult gardening activities. There are many possibilities for expanding this program, thus helping to promote a friendly spirit of cooperation and competition.

A variety of interests may be covered, such as planting, selecting bulbs suitable for the garden or for indoors as well as annuals and perennials, soil improvement and the care of lawns. This last can be expanded to include pruning trees and shrubs, making compost and controlling insects and diseases. Illustrated talks and a discussion of individual problems make this type of adult recreation take on a practical aspect that maintains the interest of the group. Horticulture for the small urban garden should include fundamental practices in gardening and advice for the best planting of small grounds. Vegetable gardens, with the seed planted and cared for by enthusiastic students under supervision, could also stimulate interest and give encouragement to the group.

For the advanced student, common-sense landscape design might prove challenging. It could offer discussions of design problems of home grounds, either real or hypothetical, and also serve to present new plant information and experimentation.

A winter or summer activity for another group might include lectures, demonstrations and participation in flower arrangement workshops. This means of self-expression might, in turn, create a new interest that hitherto has not been expressed.

Variations for these basic workshops are innumerable. If the interest of the group turns to the small farm, for instance, there could be a series of discussions and lectures on the layout of the farm, fruits for the farm, crops, machinery, animals, bees, ornamental plantings.

A winter series of group meetings might be worked up on an examination and discussion of various types of books—garden books, technical and popular, books old and new, as well as those on natural science and nature study. Meetings of this kind might lead to some creative writing or to a philanthropic attitude for providing the library or club with books the group has enjoyed or has found lacking in the local library. For those who have thought about the distribution of plants, a study of plant geography might prove all-engrossing.

Another winter venture is a workshop giving the fundamentals of house plant care. This would be particularly appealing to city folk who try to bring some of the beauties of the country into their city home or apartment.

An activity combining art with the chosen hobby is the enormous field of painting and drawing. Flowers, insects, animals and landscapes offer a variety of subjects from which to choose.

Walking or hiking clubs offer a more vigorous type of recreation. The American Walkers Association schedules a varied program of morning, afternoon and all-day trips for each week-end of the year. Sometimes, walks of a few hours may be all that it is possible to schedule, but these—informal as they are—permit keen appreciation of nature at first hand when the leader is enthusiastic to discover new things along the way. Among other things, the Mountain Club of Maryland includes overnight hikes and camping trips.

Many parks, such as the National Capitol Parks under the direction of the United States Department of the Interior, have excellently planned programs of nature walks, historical tours, campfire programs, camera strolls, canal barge trips, hikes

and caravans, all under the able guidance of park naturalists. Shorter walks, but of interest to many families, business and professional people, are those such as the Sunday afternoon nature walks offered by the Baltimore Bureau of Recreation. These are not strenuous, and rambling along at a pace slow enough to suit the group, all sorts of interesting things are discovered by members.

A discussion period, "Garden Information Please," continues to attract people from all sections of Baltimore. It is a beginning of what is hoped will be a regular workshop having two meetings a month. Most of the participants, who are housewives, feel that morning hours are most satisfactory. Among the many suggestions for continued meetings are those for lectures, discussions, round robin letters, plant exchanges, illustrated talks and trips to garden centers and flower shows.

To say that there is a passing interest in similar projects is hardly correct. In late November, an Indoor Gardening Workshop (once a week for five consecutive weeks) was announced. This brought interest sufficient to create a waiting list and resulted in four workshops with enrollment limited to fifteen at each two-hour session. It was held at the city's greenhouse and conservatory, with excellent cooperation from the park bureau. Space was allotted and altered to make a work bench where plants could be potted. The group made cuttings, planted bulbs and discovered the A, B, C's of growing plants in the home. A variety of labeled plants was displayed, and practical demonstrations made the venture an enjoyable and rewarding experience. The atmosphere was one of fun and pleasure with new found friends—both plants and people. In fact, interest was so keen that members of the group were reluctant to part at the end of the five-week period. At their request, an adult gardening workshop was started, to meet once a week from April until fall.

Arbor Day

THE CELEBRATION of Arbor Day has broadened in scope during recent years with increasing interest in the wise use of all natural resources. Therefore, an Arbor Day Festival may usher in a whole week of programs devoted to conservation of forests, soils, wildlife, birds and fish, parks and recreation areas, forest fire-prevention. The Arbor Day laws of the states afford an excellent background for a survey of the day in its manifold activities. Great poetry, prose and historic incidents can be associated with this day, thus tying it up with literary ideals and economic interests. Noted conservationists and naturalists can be honored, among them Audubon, Burroughs, Muir, Theodore Roosevelt, Johnny Appleseed.

The Florida Board of Forestry and Parks puts out a bulletin explaining the importance of the day and including program suggestions. It says, in part:

Arbor Day is more than just an excuse for an outing or a picnic for it gives us the opportunity to plant trees . . . but, after the day is past, we must not forget those trees. Instead, we must make a special effort to see that they get the chance to grow properly, that they get enough water, that weeds and other plants do not crowd them, and most important of all, we must see that fires do not destroy them.

Three Kinds of Planting

Plant Trees. By all means plant trees. That's number one; but

Plant Also the Love of Trees. For this kind of planting, the best soil is the heart of childhood and of youth. And while you are about it

Plant Likewise Knowledge Concerning Trees. Not necessarily the forester's technical knowledge, just a comfortable "working knowledge"—the leading species and how to distinguish them; how, and what kind, to select for planting—or to reject; how to set out a tree; how to care for and protect it.

In program planning, get a music group to write your tree-planting song, a nature—or other—group to work out a tree quiz or a skit. There are many songs which can be used in connection with either an Arbor Day or a conservation program, and there are many ways in which the songs can be used. They can be presented by an individual as a solo, by a chorus or glee club, or can be used as community singing if the tunes are familiar and if copies of the words are distributed to those present. Recordings can also be used, especially if an amplifying system is available.

Work out your own program, and be sure to include the PLANTING of trees!

Are there servicemen stationed near your town? Are they welcome in your community centers and programs? Lessons can be learned from the USO. This article was prepared for **RECREATION** *by USO headquarters.*

Recreation for TEEN-AGE SERVICEMEN

On January 25, 1950 came the announcement that the United Service Organizations, organized as an emergency measure in 1941 to provide a "home away from home" for millions of men and women in the armed forces, would discontinue its activities during the month because of lack of funds. Although support is being urged for the continued services of the separate agencies of which it is composed*, this announcement has special significance for community recreation departments which, at present, have an army or navy installation nearby.

Program and services for today's servicemen continue to be of utmost importance and, although the USO was deactivated in 1947, it was called back into service by President Truman in July, 1948. There are now over one million and a half men in uniform, based in camps which are scattered throughout the country. The planning of recreation department programs to serve community recreation needs therefore should take into account the presence of servicemen and women and, wherever needed, provide recreation services for these groups.

"USO" and the word "recreation" have gone hand in hand. There is much to be learned, therefore, from USO experience in serving these men. Today, two major factors—in addition to the decrease in numbers of men in uniform—had been governing USO program planning. One, that the constant movement that dominated the wartime military scene has been replaced by the semi-permanence of garrison duty and training. Because he generally remains at one post for a more or less predictable period of time, it is possible to schedule activities for the serviceman or woman which demand more extended planning and take a longer period of time than could be permitted during the halycon days of wartime.

Age is the other factor which influenced planning. Teen-agers now make up the largest single group in the armed forces. More than half of America's service personnel is under voting age. The traditional description of the serviceman, as a boy away from home for the first time, was never more apt than it is today.

One hundred thirty-four USO operations in the United States and overseas served 495,000 persons a week in 1949. Over a hundred of these were clubs, lounges and Travelers Aid services. The remainder were a part of a growing program of decentralized operations—clubs without club houses—which aimed to be a working partnership between USO and the community. These evolved to meet the need of providing services for scattered units. It was felt, too, that the decentralized operation carries the advantage of bringing servicemen into the doings of normal community life. It insures that during his hitch with the military, he will not lose touch with the churches, fraternal and civic organizations, youth groups and home life that go with regular civilian planning.

Many of these operations may continue under the auspices of the separate USO agencies, but even so, many communities that need such services have not had them. Surely, wide-awake community recreation departments should examine their

*USO operations are operated individually or jointly, as the case may be, by USO's member agencies—the YMCA, National Catholic Community Service, National Jewish Welfare Board, the YWCA, Salvation Army and the National Travelers Aid Association.

During off-post hours, servicemen enjoy playing on community sports fields. Here USO worker joins the game; recreation leaders can make them feel welcome.

own communities and be ever more alert to the recreation needs of military personnel. USO experience in this phase of recreation should be helpful to us.

USO club programs had been planned by professional staff in cooperation with councils of junior hostesses and servicemen. Bringing servicemen into the planning, which began during the war, was made possible to a greater extent by peacetime service. GI's are stationary long enough to schedule planned activities and to take part in mapping out the schedule. And who knows better than a GI what GI's want to do?

Whether club-centered or decentralized, USO programs attempted to meet the need for both individual and mass recreation which characterizes the entertainment requirements of our armed forces. Like any million and a half persons united by common occupation, today's young servicemen pose the paradox of hetero-homogeneity. The solution to the paradox lies in offering something for every taste.

For the large groups, there were dances, parties, picnics, sports nights, beach outings, carnivals, roller skating, movies, "amateur hours," and other entertainment to watch. For individual and diversified tastes, there were discussion clubs, classes, concerts, hobby programs, fishing and hunting parties, planned tours, home hospitality, ping-pong, pool, puzzles and other small games, bowling, cut-price tickets for commercial entertainment. Both categories contain a gamut of activities which service-conscious communities may undertake with reasonable assurance of success. Local parks, playgrounds, beaches, auditoriums, schools, clubs, bowling alleys, skating rinks, community centers, athletic fields, and points of tourist interest offer resources comparable to those with which USO personnel were working.

Community workers planning "drop-in operations" for servicemen on all-week or regular weekend basis, will be wise to provide a variety of individual special interest activities, in addition to scheduling big dances and other mass entertainment. Where the community program consists of invitations to occasional events for servicemen, who are brought in busloads from near or distant military installations, it is virtually mandatory to plan entirely in terms of large group activities.

It is a good idea to notify the local Travelers Aid about all programs since servicemen frequently check with them to find out what there is to do in town. Some proved and popular programs follow.

For Large Groups

On the strictly recreational side, nothing succeeds like a party and food. A dress-up party that proved unusually successful was a Rodeo Dance at Westover Air Base, Holyoke, Massachusetts. Guests were greeted by a pretty cowgirl and handsome cowboy. Guns were given out at the door and "blood" flowed freely throughout the evening. The cowboy lassoed the girl he wished for a dance partner, or "shot" the partner she was with. Feature of the evening was a broncho-bustin' contest, with the broncho—a barrel strung up on ropes and manned by four stalwarts—throwing all comers inside of four seconds. A cigarette-rolling contest—with rollers using one hand, and the proof of prowess a puff of real smoke—resulted in prizes of store cigarettes for the winners. Prior notice in the camp newspaper produced picturesque costumes. A riotous version of the Virginia Reel set the rodeo mood.

In Montgomery, Alabama, a more sedate "French Cafe" dance provided the theme for an outdoor party. A floor show, overhead lights, a dance platform surrounded by tables with checkered tablecloths and bottle candleholders provided entertainment and atmosphere. The highlight of the evening was the selection of the "Mademoiselle of the Evening" by six judges who were chosen by drawing numbers.

To add a note of hilarity and informality to any evening, one USO program director used to call for a "dance with no arms." This is just what it is named—couples dance with their arms at their sides, the girl following her partner strictly by instinct and quick eyes.

Audience Participation

Many USO's found that the most popular programs are those calling for audience participation. The Seattle, Washington, USO made a practice of adapting radio audience participation programs, one of its most successful attempts being the "Stop the Music Mystery Melody" contest.

A weekly event at the club, the contest was given a buildup by having the mystery melody played at every program event during the week. A melody that is familiar but tricky to guess makes the best selection; if it is too difficult, interest lags. On the evening of the contest, every serviceman and hostess was given a number. Twelve were selected by drawing to participate in the contest. Preliminary identification of a simple tune was required for eligibility to guess the mystery melody, with small prizes given for correct identification. Clues to the mystery melody were multiplied each week until it was guessed. Each week that it remained unidentified, an additional prize was added to the pot for the winner.

Amateur hours provide another form of audience participation. In Fayetteville, North Carolina, where they were broadcast from the USO over a local radio station, they also served as a means of interesting the community in the servicemen's program. Eight contestants, principally soldiers, competed for first, second, and third prizes on the half-hour "Talent Time" program, for which the club director served as m.c. To warm up the audience for the radio show, as well as to provide a full hour's entertainment, "Talent Time" was preceded by a half-hour quiz show which was not broadcast. All talent applicants were screened during the hour preceding the show and the eight best were selected to appear. The pianist serving as accompanist checked the proper key for each at this time. Three judges who sat in the audience selected the program winners on the basis of audience applause and their own preferences. Different judges were used each week, their identity kept secret until the end of the program. APPLAUSE and QUIET signs were used to keep the audience in hand and the program within the allotted radio time.

Outdoor Programs

With summer coming up, outdoor activities will assume major importance. Beach parties are sure-fire. Experienced club directors caution that the program must offer activities in addition to swimming and sunning. Competitive events—tug of war, greased watermelon contest, free style swimming races, which hostess brought the best box lunch?—add fun; horseshoe pitching, softball and dancing provide additional variety.

There was always a piano at the USO and, generally, a player. Community centers can offer much for these boys, opening their doors for drop-in services.

A mock field day proved a huge success at a Fourth of July picnic last year. Players were given scissors and a long, long strip of paper, which they cut down the center in a "hundred-yard dash." A shotput event consisted of throwing balloons on a string for distance; the discus throwing involved heaving a paper plate. In the cross-country race, strings threaded with small paper cups were stretched across the field. Players blew the cups from one end of the string to the other, and back. In the 440-yard relay, the first player walked backwards twenty feet carrying a piece of thread. The second player, holding a needle, received the thread and proceeded to thread the needle. He then walked backwards to the third player, who held a button. The third player, walking backwards, carried a needle, thread and button to a fourth player. He sewed the button on a piece of cloth and delivered the finished product—walking backwards—to the finish line. Judging at the "field day" was conducted in all seriousness, with measurements of time and distance carefully recorded.

Hayrides, weiner roasts, watermelon cuttings, barbecues, clambakes, or other specialties of the region . . . add group singing, a soft ball, a juke box or record player for dancing . . . mix with a day in the sun or an evening under the moon—and summer is a wonderful season for servicemen's recreation—and, as a matter of fact, perfect for many other groups, too!

Sports Nights

Sports nights work into program the year

Now it is possible to schedule projects requiring longer participation periods.

around. In New York City, the club asked the Catholic Youth Organization or Police Athletic League to supply four or five top amateur boxing bouts. Local promoters provided a wrestling bout or two. Between bouts, local sports personalities addressed the men, demonstrated their special sport techniques, and answered questions from the audience. The Biloxi, Mississippi, USO held athletic smokers at the start of the various sports seasons, as have many other clubs. A typical baseball smoker included guest appearances by big league, minor league or old-time baseball players, movies of the last World Series or pictures on "How to Play Baseball". The local sports editor and radio sports commentators served as m.c. or took part in panel discussions, prognostications, and the like. Local sandlot, high school and college coaches and teams were other guest possibilities.

Biloxi elaborated on these basic ingredients by having Boy Scouts, dressed as vendors, pass through the audience calling "Peanuts, popcorn, chewing gum, candy, cigarettes, scorecard—you can't tell the players without it . . ." Refreshments —provided by a local organization—were given free, as were small souvenir bats.

Americans are tourists at heart and teen-agers are naturally teen-age tourists. USO sight-seeing programs ranged from elaborate overnight and week-end tours in border areas to one-day trips to local and nearby points of interest. Tours are most popular in areas of historic interest, outstanding natural phenomena, and in neighboring countries, but almost every section of the United States has something to interest boys who have never previously been far from their hometowns. In scheduling trips which involve expense on the part of the GI's, it is best to hold them close to the first of the month, when the men are paid. All arrangements should be made ahead of time so that they may be presented as a complete "package," with all costs carefully itemized, necessary clothing and equipment listed and a detailed time schedule made out. Chambers of Commerce are most helpful in working out such arrangements.

Special Interest Activities

Some sight-seeing trips have mass appeal; others are for smaller groups interested in mountain-climbing, literary shrines, skiing, hunting, fishing, music festivals, scenic photography, local flora and fauna or other esoteric pursuits.

The USO in Astoria, Oregon, combined sight-seeing with home hospitality in a weekly program of "Hikes to Houses of Mystery." Each Monday night a staff member or volunteer took the first ten men to sign up for the event on a "hike," with spots of interest duly noted. Forty-five minutes of walking brought the group to the evening's mystery house, which was a secret until that time. The host and hostess of the house—generally a minister and his wife or other couples asked through a church—entertained the group for the remainder of the evening. For safety first, the leader carried paper and pencils, small games and some song sheets, but the evening generally passed in swapping stories, toasting marshmallows and playing games. Simple refreshments were served.

Photography invariably attracts a sturdy group of adherents and is especially fitted for spring and summer. Darkroom facilities, lectures by local amateur or professional photographic experts, photographic field trips, photo-of-the-month contests and seasonal photography exhibits all help to spark a photography program.

USO had nine years to discover what makes a program tick, so far as servicemen and women are concerned. Variety, good equipment, imagination and coordinated planning play important parts in making a successful program. But, in the final analysis, it is the spirit of the program that counts most. A cordial, congenial atmosphere, an absence of strain and compulsion, unobtrusive leadership, a feeling of being at home—these are all-important. Combine them with technical know-how and the result? Well, USO had 21,967,541 service visitors in 1949. Compared with the number of men in service—a million and a half—that impressive total only can mean that a lot of satisfied GI's returned again and again.

This chapter, reprinted from Mr. Sorenson's new book—The Art of Board Membership*—will be continued in RECREATION next month.

FUNCTIONS AND DUTIES OF BOARDS

Part I

ROY SORENSON

THERE IS A variety of ways by which the functions, powers, and duties of boards can be defined.

In Terms of Policy Determination

A policy, in the sense used here, is a definite course of action adopted by a board of directors. It defines what shall be done, what purposes shall be pursued, what principles shall govern, what program shall be followed, what financial procedures shall operate, what the personnel practices shall be, and what courses of action shall be taken. Policies are guides to everyone in the organization, volunteers and employees, in all applicable situations. Only the board can change policy or vote exceptions.

The differences between policy and day-to-day operating decisions are frequently misunderstood. As many decisions made from day to day by staff and volunteers actually represent policy, the administrative and program task is simplified by the adoption of guiding policies on these matters. Lack of policy burdens staff and operation with many repetitive decisions. Because operating policies contribute to the efficiency of everyone, the executive should be alert to spot those problems which have come up before. Then the board or committee can determine what policy or action should be taken in the future.

An oversimplified generalization is that policy *formulation* and planning are the responsibility of both board and committee members and of professional staff. Planning includes the clarification of long and short-range objectives.

Actually, policy *determination* is the responsibility of the executive and his staff. Once policies are established, it is the task of the professional to see that they are carried out. Volunteers, including board members, may participate; but the executive is ultimately responsible to the board for results, no matter who joins in the work.

In Terms of Procedures†

Another way to define the job of boards is to suggest the procedures that they follow, such as reviewing, confirming, counseling, deciding, and negotiating:

1. By *reviewing* operating and financial statements, reports and minutes of meetings, the board keeps informed of executive acts and committee actions, thus tacitly passing on these actions.

2. The board *confirms, modifies,* or *rejects* executive or committee proposals. After asking discerning questions, the board generally confirms and thus validates the executive or committee decision. Although the refusal to confirm may be infrequent, this fact does not reduce the board to a rubber stamp. When executives know that the board will question their proposals, they support their recommendations with careful analysis and planning.

3. *Advice* is provided by the board when plans or administrative decisions are in initial stages. The board meeting provides group judgment on matters where the executive seeks such counsel. Likewise, informal conferences outside the meeting enable individual board members to give the executive encouragement, guidance, or caution.

4. *To consider, debate, and decide* an issue is a board's primary function. The board takes jurisdiction over those areas for which it is legally

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*Published in February by Association Press, New York. $2.00.

†*Directors and Their Functions,* J. C. Baker. Andover Press, 1945, pp. 16 and 17.

responsible. It weighs the result of investigation, chooses the executive, decides personnel policy, restates objectives, changes by-laws, determines maintenance reserve policy for property, or changes program. It determines courses of action, settles or adjudicates conflicts, and makes decisions.

5. The board as a whole, or by appointed representation, *negotiates* in behalf of the agency with such bodies as the community chest, public groups, petitioners, or labor unions.

In Terms of More Specific Functions and Duties

The more useful catalogue of functions and duties may be in terms of the content of the business for which a board is responsible.

Specific functions and duties of a board are:

1. To perform its legal responsibility.
2. To set up by-laws, regulations, and operating procedures.
3. To select, employ and, if necessary, dismiss the executive.
4. To control the operating budget, the financial plan, and the insurance program.
5. To care for and maintain property.
6. To be responsible for program.
7. To assure sound personnel policies and select staff.
8. To maintain good public relations.
9. To appoint, commission, supervise, and receive reports from committees.

A detailed description of each of these follows.

To Perform Its Legal Responsibility

Most agencies are incorporated and boards are legally bound to carry out purposes set forth in the articles of incorporation. Board action is required for contracts and bank signatures. Duties prescribed by the articles of incorporation and by-laws, and other corporate action of the agency, also require board resolution.

Legal counsel is needed occasionally by smaller agencies and fairly regularly by large agencies. Many boards enlist the services of public-spirited attorneys, who sometimes serve on the board.

To Adopt By-Laws, Regulations and Operating Procedures

To govern its own work, every board should have a simple and brief, but specific, set of by-laws. They should provide clear duties of the officers of the board and the procedures by which the board will transact its business. Long, detailed rules unduly restrict a board.

Large agencies require comprehensive statements of policies, principles, and procedures. Some have developed a looseleaf guide to bring together such general policies and procedures as are adopted from time to time. Only important items are included, leaving operating details and rules to the administration. The management in one Y.M.C.A. has codified policy and procedures to include:

A. Purpose:
   1. Religious Philosophy.
B. Policy:
   1. Program Policy.
   2. General Policies.
C. Organization:
   1. Charter of the Association.
   2. By-laws of the Association.
   3. Organization Charts.
   4. Division of Responsibility of Metropolitan Staff.
   5. Suggested Specifications for Members of Boards of Management.
   6. Branch By-laws.
D. Personnel:
   1. Personnel Policy.
   2. Industrial Welfare Commission Order.
   3. Arrangements with Unions.
   4. Payroll Procedure.
E. Procedure:
   1. Accounting Procedure:
      a. Purchasing and invoice procedure.
      b. Inventories of items for resale.
      c. Revolving fund —petty cash.
      d. Federal admissions tax.
      e. Federal excise tax.
      f. Chart of accounts.
      g. Journal vouchers.
      h. Cash and income accounting.
   2. Other Procedure:
      a. Checks—accepting, cashing, collecting.
      b. Legal papers, contracts, leases, summonses, notices concerning the Association.
      c. What to do in emergencies, such as injuries.
      d. Rules covering residence halls.

It is the board's duty to map general operating procedures, in cooperation with the executive, and to revise them periodically.

To Select, Employ and, If Necessary, Dismiss the Executive

The most important function of a board is to select its executive. The executive, more than any other one factor, determines the agency performance, the effectiveness of staff, the efficiency of operation, and the quality of board membership. A poor executive wreaks immeasurable harm on the agency, the staff, and the community. Hence, the board should seek the best executive available.

A staff favorite, a local candidate, or someone urged by any individual or group should be appraised on the same objective basis as others. Too much is at stake to let seniority, low salary, or personal loyalties interfere with the securing of the best qualified person. It is easier to hire an

adequate executive than it is to dismiss an inadequate one. National agency representatives and persons well acquainted with the field can provide invaluable counsel on executives. Their advice should be sought.

To choose a qualified executive:

1. Determine qualifications — age, experience, training, special abilities, and personal attainments —and decide upon procedure—method of contacting, judging, and selecting candidate; and use of outside professional help in securing names and in selection.

2. Consider as many candidates as possible.

3. Check references carefully and seek additional reports concerning each candidate's record to determine the relation of the candidate's qualifications and experience to the very specific needs of the job under consideration. Eliminate those who do not meet usual agency standards.

4. Have someone visit the community in which the leading candidate last worked, and talk to employers, board members, and community leaders. If a visit is not possible, information should be sought by mail.

5. Interview candidates and ask questions about local agency problems. The answers indicate judgment and personality.

6. Employ the best-qualified person, even if it is necessary to raise the salary scale. Unless an agency competes in salary with similar agencies elsewhere, it risks getting a poorly qualified executive or losing a well-qualified one to an organization which pays more.

After a new executive is employed, the board often neglects an important responsibility. Proper initiation of the appointee can launch him quickly and favorably as a part of the community. If the executive must forge his own way, without help from board members, it will be a long time, if ever, before he attains his rightful position in the community. His appointment should be followed up with press announcements, receptions, and early speaking opportunities. He should be taken as a guest to clubs and civic functions, and favorably introduced to those he will meet in his work. Helping a new executive get started adds to his effectiveness and lends prestige to the agency.

Dismissing an executive requires conscientious courage. Frequently, boards are so sentimental or uncritical that they do an executive an injustice by letting him stay on. This injures his self-respect and confidence, and cuts down the prestige and effectiveness of the agency. If the board is alert, the members should become aware of an executive's limitations before they are generally known in the community.

BOARDS TODAY

"The place of boards in modern business, government, and voluntary societies has reached a new high in social importance and complexity today . . .

"Hundreds of thousands of American men and women in every town and city serve as directors, committee members or volunteers in some voluntary social-service agency.

"This is democratic. It signifies that social conscience and willingness to accept community responsibility are alive and expressive. Citizen boards keep democracy green at its roots. They are an important index of our national vitality."

—Roy Sorenson

Voluntary agency boards are notoriously reluctant to replace executives, even after it has long been apparent to others that a change is needed. This is one negative result of large boards. It is also true that an executive's success or failure is not as apparent in an agency as in business where, for example, sales volume and profit are clearly related to administration. The size of caseload or membership in a social agency does not always indicate good management. In fact, a caseload or membership too large in relation to staff and volunteer workers may be a sign of a poor agency.

Here are several typical blocks in board thinking when it appears that a change of executive is needed:

1. Belief that the inadequate incumbent is typical of his profession and that a change would probably not be for the better. "We could do worse." Outside consultation with persons who know the field can affirm or discount this belief.

2. Unwillingness to force the issue until the executive gets another position. If he is not succeeding, it is unlikely that an equal offer will ever come. Usually, people do not accept a less responsible and perhaps less remunerative position until they must. Yet, after a painful period of readjustment, most find re-employment. Those totally unemployable, even in a more modest job, certainly are unqualified for an executive's post.

3. Fear of splitting the board. This is a real danger if the matter is not skillfully handled. One board took two years to change an executive. During this period, unconvinced board members were asked to observe for themselves his limitations.

4. Understandable reluctance to undertake unpleasantness. This is especially true where board opinion is divided. Some fever inevitably accom-

panies an operation; but, after the fever subsides, the patient feels better than before the surgery. Satisfactions which follow outweigh the transient unpleasantness. But blundering, tactlessness, and impatience in the replacement of executive or staff can cause serious morale problems in an agency.

Of course, when a chairman or a group of board members are convinced that a change should be made, they should proceed in a kindly, orderly, and professional manner. The chairman, alone or with one or more board members, should discuss the matter freely and frankly with the executive, inviting his cooperation. Thus approached, most executives will either resign or convince the board that they can correct the unfavorable conditions. A resignation may be made effective at a future time, mutually acceptable, with the smallest amount of feeling. The executive should always be given the privilege of resigning for his own reasons, with enough time to become emotionally adjusted to the change.

It is much to the advantage of both executive and board to be saved the necessity of building up a bill of particulars in a board meeting, a discussion of the issue, and a formal resolution to dismiss. If the executive refuses to cooperate, however, the board is left with no other alternative.

(*To be continued*)

NATIONAL PARK AND RECREATION WEEK

SUCCESSFUL OBSERVANCES of the first National Park and Recreation Week in many communities may suggest ideas for others who now are planning this year's May 21-30 celebration:

Alton, Illinois—made this a city project, called upon groups of businessmen to push it; set up material for special news features for newspapers for each evening; wrote spot announcements for the radio, to be used each day as many times as possible; and grouped their biggest selling factor—a set of teen-age youngsters and a group of elderly people—to do square dancing on the stages of local theaters three nights during the week. This did much to build up square dancing in this community.

Miami Beach, Florida—used the occasion for dedication, with suitable trimmings, of a new fifteen-acre park. The aid of several organizations was enlisted. A senior high school band of forty-eight pieces furnished music; the playgrounds, a flag-raising ceremony; an elementary school provided a short act. The toastmaster, president of the local business men's association, moved the forty-minute program along with dispatch. It was climaxed with the serving of ice cream and soft drinks, and inspection of the new, improved area which has a new recreation building, two concrete basketball courts, two concrete volleyball courts, two open field areas, a fully enclosed small children's playground, and appropriate landscaping. Prior to the event, posters and the Ford Motor Company's national parks pamphlet were distributed throughout the city.

Hawaii—launched a wide publicity campaign. Among displays were a twelve-by-twenty-four-foot cartoon map of Oahu's beach facilities, erected in the city hall lobby; four tables of crafts from the Children's Museum workshop and the playgrounds, displayed in the library; pictures, athletic equipment and marionettes in a bookstore, tying in books with the exhibit; a photographic display appeared in one much-inspected window, a display featuring "Have Fun," "Beach Parks and Playgrounds," in another. Activities included special teen-age dances, open house and exhibits at every center and playground; a large play day held at Ala Moana Park commemorating Joseph Lee Day.

Butler, Pennsylvania — dedicated the new Ritts Park amphitheater. In a newspaper spread on National Park and Recreation Week, under good activities pictures, effective quotes were used, such as: "Life has taught me that adults, like children, want to be doing something."—*Henry Ford.* "Psychologists tell us that everyone has certain fundamental needs. High on this list is the need for adventure. The child will find it! Good or bad, it is as necessary to him as food."—*Howard Braucher.* "The function of play is to balance life in relation to work, to keep alive the spirit of adventure and that sense of proportion which prevents taking one's self and one's job too seriously."—*Dr. Austin Riggs.* "Citizenship cannot be taught as a cold, abstract thing. It can be taught best through doing things together that yield joy; through playing together."—*Tam Deering.* (Also see article on page 561.)

CAMPING FOR OLDSTERS

JAMES H. WOODS

CLEVELAND'S FIRST experiment in camping for older people, consisting of two five-day sessions, August 29th to September 9th, owed its success to the enthusiastic cooperation of a number of agencies and individuals. The immediate planning was done by a special camp committee and the site was Camp Cleveland—city-owned property located in Warrensville Heights, sixteen miles from downtown Cleveland.

The City Council granted a ten-day extension to the regular camping period in order to permit its use by the older people. Food was provided by the city, and prisoners from the nearby workhouse were used for some of the kitchen work, cutting wood for the fireplace, policing the grounds, and so on. Funds to pay the salaries of a cook, assistant cook, and a crafts instructor were obtained from other sources. Money given as a memorial to the late Margaret E. Barkley was made available for this purpose. The city recreation department provided the part-time services of a choral leader and an art-craft instructor.

Camp Cleveland is ideally located for such a venture. The terrain is level and provides no difficulty for older people. It is accessible to good public transportation, and is not far from the City Infirmary, where nurses and doctors are available in case of a medical emergency. It is far enough away from the city to provide pure air and a country environment.

Mr. Woods is director of Recreation Project for Older People, Group Work Council, Welfare Federation of Cleveland. Above is official report on Margaret E. Barkley Summer Camp for Older People.

Recruiting Campers

The members of the Cleveland Golden Age Clubs were the principal source of recruits because it was felt that they would be able to make the best physical and social adjustments. Residents of public, philanthropic and commercial homes for the aged were excluded unless they were members of Golden Age Clubs as well. It was felt that they had sufficient experience in group living, as well as in alternative activities, and that others, perhaps living alone, would benefit more from the camping experience. Later, the local office of the Division of Aid for the Aged was invited to submit the names of those of their clients who expressed an interest in attending camp.

The requirements specified that applicants must be sixty years of age or over, ambulatory residents of Cleveland and not requiring special diets. All were asked to take physical examinations two weeks before the opening of camp. The city health department provided doctors for this free examination but campers, if they preferred, could furnish a certificate from their own private physician.

The director of the Recreation Project for Older People interpreted the camp to each club, mentioning the fact that it would serve both white and colored campers and that harmonious relationships were essential.

Staff and Program

Co-directors of the camp were W. E. Sinclair, loaned for the occasion by the Home Inspection Section, Division of Aid for the Aged, and James H. Woods, director of the Recreation Project for Older People, Welfare Federation of Cleveland.

Older people enjoy camping, flourish under camp regime and benefit in physical well-being.

A dietitian of the Welfare Federation planned the meals and lived at camp during the period, and a nurse from the Division of Aid for the Aged slept nights at the camp to take care of any emergencies that might arise and thus relieve any anxieties on the part of the campers. These, together with other volunteers, provided a staff of seven full-time persons and five part-time persons during the first camping period, and six full-time persons and five part-time during the second period.

The daily camping schedule included a rising hour of seven a.m. followed by flag raising and salute to the flag by all campers. Two campers were selected to take charge of the flag exercises each period. After breakfast at eight, camp chores were in order. Each camper was responsible for making his own bed and keeping the group cabin neat. Activity periods included singing classes, art-craft classes, nature study. A rest period was observed from twelve forty-five to two o'clock, and free time allowed for unplanned activities from four to five. Supper was early, and was followed by a social and game period from seven to eight-fifteen. Each evening was concluded with a campfire circle—a period of inspiration around the fireplace.

Nature study covered the geological structures of the Cuyahoga County area, local vegetation, birds, snakes and fur animals, and one evening was spent studying the stars. After the camp started, it was discovered that the campers were interested in taking short, conducted nature walks, and this was added to the program.

The crafts classes, directed by two different instructors morning and afternoon, included finger painting, leather work, designs on copper, weaving of table mats and hot pads, and ceramics. Campers suffering from arthritis in the hands were particularly invited to try ceramics, and they were given clay to take home. There was some discussion as to whether campers should be charged for crafts materials and the directors finally decided against it.

On the first day of camp in each session an orientation period was held, in which campers were made acquainted with the daily schedule and helped to adjust to camp life.

Cards, checkers, shuffleboard, bingo and other games were made available to the campers. Newspapers were ordered for those desiring them and the nearby Infirmary Canteen was open daily for the purchase of small articles. Directed games included musical chairs, a scavenger hunt, relay games of various kinds (those involving the passing of articles), elimination games and others which served as ice breakers and encouraged fun and participation. Group singing also proved especially popular.

Once each period a home talent night was held and campers were given an opportunity to share their entertainment abilities. An original dramatic skit was rehearsed and given by the campers on the final night of each session. One issue of a camp newspaper was produced by the campers each week containing, among other items of news, the names and addresses of all the campers. A square dance was held, and any birthday occurring during the period was properly celebrated with a cake and candles.

The final night of each week was a gala occasion. Members made hats out of any material available —leaves, newspapers, flowers, tin cans, boxing gloves, kitchen equipment, a badminton racquet, and so forth. After a grand march, prizes were awarded according to popular applause.

The campfire circle had an especial appeal for the campers. A fire was lighted in the fireplace and lights were extinguished in the recreation hall. The leader for the evening read inspirational poems or portions of the Psalms, and sometimes gave a short talk. Some of the old and familiar songs were sung on this occasion and greatly enjoyed by all. On the final night many of the campers gave testimony as to what camp had meant to them.

Outside talent invited to perform upon occasion included singers and musicians. Motion pictures were shown once each session.

An attempt was made to have the camp conducted as democratically as possible. To this end

a cabin council was instituted which included one camper representative from each of the ten cabins. The council elected its own chairman to preside at each meeting and met with the co-directors each morning at nine a. m. for the purpose of discussing any criticisms or making any suggestions. Council representatives conducted a cabin inspection each afternoon to insure neatness among the campers. Many valuable suggestions were made, and the council played an important part in developing a true camp spirit within a few days time. Among subjects discussed were such things as advisability of a nightly curfew; fire prevention; the problem of campers taking more food than they could eat, and so on.

Statistics

One thousand nine hundred seventy-eight meals were served during the two sessions of camp. Kitchen help included six persons—two paid and four sent from the workhouse to assist.

Attendance at the first session included four white men, four colored men, thirty-seven white women, and twenty-one colored women, totaling sixty-six campers. The second session included two white men, four colored men, thirty-four white women and fifteen colored women, making the over-all total of attendance for both sessions one hundred twenty-one. Of this number, two campers went home during the first session and one during the second period. Because there were vacancies during the second period, twenty-seven campers from the first period were permitted to remain over for the second week. Fifteen Golden Age Clubs were represented, and sixty of the campers were seventy years of age or over. As far as possible, members from the same club were placed in the same cabin.

The following organizations participated either in the planning of the camp or in contributing in some way to the camp program: The City of Cleveland through the City Council, the Department of Health and Welfare, and the Recreation Departments; the Division of Aid for the Aged through its Department of Home Inspection and the Cuyahoga County Subdivision office; Phillis Wheatley Association; Cleveland Welfare Federation; Museum of Natural History; Music School Settlement; Commercial Home Operators; Camp Cleveland Committee; Margaret E. Barkley Summer Camp Committee and a large number of private individuals.

Conclusions

Several facts stand out as the result of this camping experience:

1. Older people are good campers—not just fair, but good. They took cold weather, rain, a change of surroundings and a camp regime and flourished under it.
2. Older people benefit from a camping experience. In many cases, the benefits in physical well-being and emotional satisfaction exceed that of more youthful campers. Good food and a balanced diet are a welcome change to individuals who, in many cases, are accustomed to solitary meals. Sitting at a table with others, sharing a cabin with a small group, can mean a great deal to someone who has been bereft of family associations for many years.
3. White and colored adults can spend a camp session together in harmony and friendliness if there has been proper preparation for the experience.
4. Public and private agencies can work together to make such a camping experience successful.
5. A camp for older people can follow materially the same camping program as that for younger persons, with some allowances for physical limitations and the elimination of strenuous sports. Perhaps inspirational gatherings, such as the fireside hours, have greater meaning for older people. Older persons will attempt new experiences in a group setting that would not attract them as individuals; and program participation can be exceptionally high.
6. A chance to participate in camp management by means of a council is important to older adults and promotes better camp feeling.
7. Camps for older people should be included in the social planning of the community because the need is there, the older people want it, and the program can be run successfully.

National Music Week

May 7-14 marks the twenty-seventh annual observance of National and Inter-American Music Week, directed from the office of the National Recreation Association.

The seven-day period, when the attention of the country is focused to a larger extent than usual on the value of music and music education, is an ideal time to launch such projects as community sings and choruses, hymn sings, instrumental groups and benefit concerts. These last could be large combined concerts, sponsored by many groups or small ones sponsored by separate organizations—with a proportion of the net proceeds going to the National Music Week Committee and a proportion to some worthy local musical objective.

Spectators were encouraged to putter in all media.

Demonstrations of art work drew the largest crowds.

Petronella Tacionis

PLAINFIELDERS have started making preparations for the third annual Festival of the Arts, sponsored in the spring by the Plainfield Recreation Commission. The festival, which is a day devoted to the arts, is one of the largest and most important art activities conducted in that area. It is a cultural and educational project introducing innumerable fine arts and creative crafts to the general public. For many of its participants and spectators, it is an avenue to extended leisure-time interests and an appreciation of the arts in home and community life.

Last year, over 1,800 artists, craftsmen, amateurs and professionals, children and adults, demonstrated and exhibited at the second annual Festival of Arts. In addition to individual entries, civic organizations and agencies participated as units. Crowds estimated at well over 7,500 filled Library Park, where continuous demonstrations were planned for all areas and spectators were encouraged to putter in all media. Audience participation, a band concert, modern and folk dance demonstrations, a trio of strolling accordionists and special demonstrations added much festivity to the project. One of its most important events was the awarding of twelve art scholarships, valued at $700, to boys and girls who ranked as winners in the poster contest. Because these might serve as the beginning of an art career or a lifetime hobby, they were considered one of the finest features of the program.

Method of Organization: Artists, civic leaders, educators, and representatives of local organizations are invited to attend a preliminary meeting to discuss the merits of such an arts project. After attaining group approval, a chairman is selected by the group and an advisory board is set up to determine policy and action on any controversial subjects. The following committees are necessary for the efficient conduct of the occasion:

Public Relations—to prepare newspaper and radio releases, arrange necessary interviews and keep the public informed of interesting developments.

Entry Committee—to prepare entry blanks and a set of rules governing participation in the festival, these being subject to group approval; and to have on hand information vital to the area planning committee.

Area Planning Committee—to plan areas and assign locations to participants. The work of this committee is very important as it must balance large and small, attractive and less attractive exhibit areas so that there will be a fairly even distribution of crowds and interest.

Schedule Committee—to meet with featured artists for special demonstrations and schedule featured events.

Program Committee—to compile all information to be contained in the printed program, design its cover and prepare dummy for the printer.

Poster Contest Committee—to determine rules governing the contest, solicit awards, select judges,

Miss Tacionis is supervisor of women and girls, Board of Recreation Commissioners, Plainfield, N. J.

Young people entertained with accordion playing.

meet with winners, distribute posters.

Separate committees meet with civic agencies, community clubs, schools, art associations and independent exhibitors. Patrons and advertising committees solicit ads and contributions to help finance the project.

A music committee selects suitable recordings to be played as background music. Correspondence, clerical assistance and various details are covered by the recreation commission personnel.

Over a thousand man hours for planning and committee work are spent by volunteers. The excellence of such fine volunteer leadership, which displays a real faith in the project, is the one very important factor which determines the success of the festival.

Rules: The following set of rules have proved to be indispensable:

1. New Jersey residents living within a fifteen mile radius of Plainfield are eligible to participate. All art associations throughout the state are also eligible.
2. There will be an adult and junior division. The junior division will include all entries eighteen years of age and under.
3. No application will be accepted later than noon, April —. No entries postmarked after that date will be accepted. Permission to participate will not be granted until an application has been properly filled out and submitted.
4. Space will be allocated after applications have been received and approved. Participants will be notified in writing as to their allocated areas.
5. Neither participants or spectators will be charged a fee.
6. The Festival of Arts Committee will not be held responsible for the following: transportation of exhibits, display properties; theft or damage to an article or painting. All entries are the responsibility of the individuals entering them.
7. Commercial exhibits will not be permitted.
8. Saturday, May — has been selected as the festival date. In case of inclement weather it will be held the following Saturday. Exhibition time will be from one o'clock until six o'clock; the morning shall be reserved for setting up exhibits. All exhibits will be the responsibility of the exhibitors and set up by twelve noon. Dismantling of exhibits will be between six and six-thirty.
9. All inquiries and correspondence should be made to the Festival of Arts Committee, Recreation Commission, City Hall. Pl. 6-6171.
10. Preference and consideration will be given to early entries.

Attached to the rules is an entry blank to be filled out by the participant. This contains spaces for name, address, telephone number, classification, description of proposed entry giving in detail

the size, type and subject matter, an opportunity to indicate interest in exhibiting, demonstrating or both, an agreement to abide by all rules. After these entries are submitted, they are given to the entry and area planning committees for action.

The Festival Program

In accordance with the rules, the participants are notified of their allocated areas and report in the morning to set up their display and demonstration properties. Two thousand feet of snow fencing have served as a background for the displays in fifty areas. Among the various arts and crafts exhibited and demonstrated in these general areas are: sculpture, ceramics, historic doll costumes, photography, serigraphy, internal carving in plastics, commercial art techniques, leather work, angora spinning and knitting, copper repousse, arts in the little theatre, architectural displays, paintings in all media, jewelry craft, china painting, arts and crafts in schools, displays of work done by individuals and club members. Space does not permit a complete listing of the variety of arts and crafts that are entered.

In addition to the school, group and individual entries, featured demonstrations attract large crowds. These events include techniques in marine painting, starting with a blank canvas and ending with a sailboat racing scene; portraits in oils and pastels using live models, the modeling of a portrait head in water clay, the sculpturing of a figure in oil clay; a complete serigraphy demonstration (the process of making a whole silk screen print); a very entertaining demonstration of cartooning and also a demonstration in ceramic sculpture.

During the afternoon, crowds gather to see a modern dance demonstration presented by a group of high school girls, square dancing by elementary school children and national dances in authentic costumes presented by the Polish Falcons.

In conjunction with the art festival publicity program, a poster contest for elementary and high school children is held. After the final judging of entries, all posters are distributed for display in stores and other public places throughout the town.

In an effort to obtain excellent slides and photographs for a permanent record, a photography contest is held on the day of the festival, and local merchants donate photography equipment as prizes. The large collection of photographs and slides becomes the property of the recreation commission and is used for advance publicity.

An art festival is one of the most stimulating activities a recreation department can initiate. It draws widely upon local resources and cooperation, and enriches not only individual lives, but the life of the whole community.

More About Insurance

In Wisconsin, recreation executives cooperate in a state-wide Wisconsin Recreation Association Athletic Sports Accident Insurance Plan, drawn up with the Illinois Mutual Casualty Company. Individual policies cover injuries of participants regularly registered in recreation activities, sustained while *practicing* or *engaging in* activity or while in *transportation* to or from activity away from home only. Approved activities are listed, each with its own premium, and coverage is restricted to participation in only the specifically sanctioned activity for which the individual has paid the premium. Only those who wish to do so need take out the insurance. Application blanks are obtained from the office of the recreation department and premiums are paid to the director of recreation when the application blank is filed. Official claim for an injury must be filed by the injured on special forms obtained from the director, and an itemized bill or statement is secured from the attending physician and mailed with proof of accident claim. This plan is working successfully throughout the state.

In Manitowoc, Wisconsin, for instance, an ordinance was adopted by the Common Council in November, 1949 for a local Liability and Insurance Fund to be maintained and administered for the payment of all claims for injury to persons for which the city or any governmental department is legally liable and not otherwise covered by Workmen's Compensation insurance. The various departments of the city pay into this fund. The insurance covers only liability in case of accidents in which the city can be proved negligent, however, and covers participants in recreation programs only to that extent. Therefore, all such participants are urged to carry the foregoing insurance offered by the Wisconsin Recreation Association.

A strong plea for more community recreation services for teen-agers.

Communities are SHOCKED

In the February fifteenth issue of *Look* magazine there appears a startling article, "How Four Teen-agers Met Death," which is a true story written by George Mills, a staff writer of the *Des Moines Register*. When the story originally appeared in that newspaper, hundreds of thousands of adults in the midwest were shocked out of their complacency. It is a story that will be reprinted again and again in the hope that it will avert the similar tragedies which are becoming all too common throughout this country. It is a story that indeed should make every community stop and think long and seriously about a recreation center for teen-agers.

Briefly, it is this. Four young boys, about eighteen years old, met at Skelley's Lunch Room in Hampton, Iowa, one recent evening. This is where the teen-agers hang out. Francis Elwood had plowed all day; big George Kibsgaard had helped his father move an electric meter in their home. Russell Jensen, young-looking for his age, had done chores around the little house where he lived with his father; while likable, redheaded Lloyd Casey came over from the *Hampton Chronicle* where he worked as a printer's apprentice. Although they did not know it when they gathered to have some fun, they had a date with death in three hours time.

In two other homes, boys ate at the family tables, got ready to go out for a while.

As the minutes ticked away, the cast slowly gathered for the tragedy. The question came up: Shall there be any girls in on this?

Little Jane Maneely, sixteen, had been along at other times when Lawrence "Sleepy" Muhlenbruck and George Kibsgaard had laughingly darted out of the grasp of death. She was not to be on hand this time, however, for she had a job of taking care of children for the evening.

"Sleepy" had a 1936 Ford parked outside; Kibsgaard's old Olds was there. George was perhaps an even bigger highway menace than "Sleepy," but neither of them—or any of the other boys—indulged in liquor. Their idea of a good time was to play "swerve" with cars going sixty or seventy miles an hour, or to speed down the highway at night without lights.

On this Tuesday night, therefore, the two cars dashed along Highway 3; the throttle of the Olds, going west, was wide open at seventy-three. George had two passengers; while speeding east was "Sleepy's" car, with four passengers. At least one car had the lights off. The highway patrol says one car was eighteen inches over the middle of the road, the other fourteen. That's the story the marks tell on the concrete. Unless somebody swerved, a collision was inevitable. Whether the drivers didn't see each other or were testing each other is uncertain. Nobody swerved.

Francis Elwood and George died immediately; Lloyd Casey and Jensen died in the hospital. The others were badly hurt, "Sleepy" among them. The accident toll of four dead and four injured shook the Franklin County seat to its foundations.

At an interview later, Jane gave an insight into how the Hampton teen-agers tear around in cars. "Rat racing," as described by the high school bobby soxer, "is one car racing to pass another." Another game called "chicken" is that of trying to see who has more nerve when two cars are speeding toward each other. The driver who turns out to avoid a head-on crash is "chicken." Jane's description of local teen-ager driving was verified by signed statements from two of the boys.

Hampton teen-agers believe that adults are partly to blame for what happened. Said one: "We ain't got nothing to do in this town. All there is to do is run around in cars and chase each other. We can't even play a game of pool without getting kicked out.

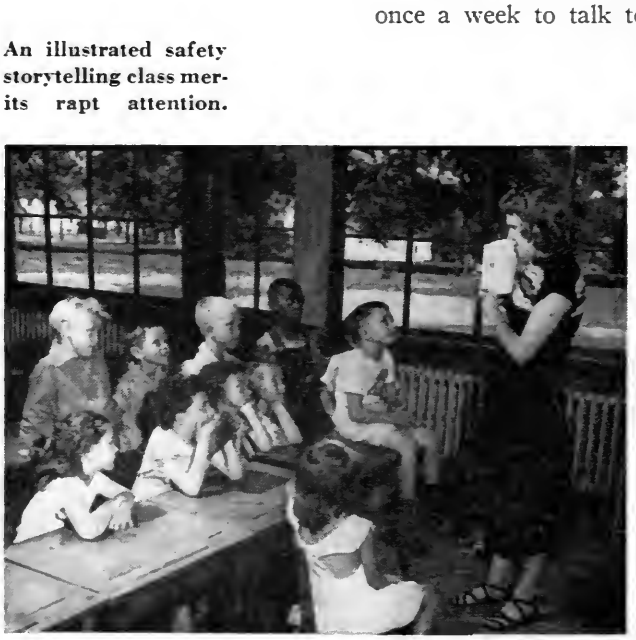
"Why don't they start a recreation center for us?"

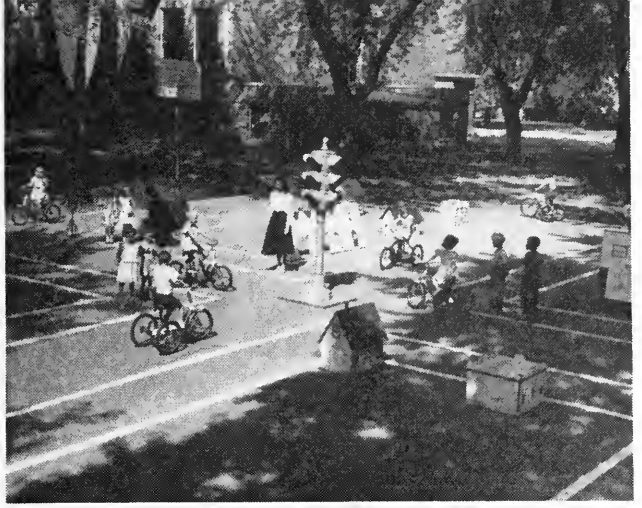
Leaning on toy town's service station, instructor gives advice.

Safety

A 120-foot-square miniature city with marked streets, sidewalks crosswalks, stop signs and an intersection with a full-size traffi light which flashes red, yellow and green, is teaching pre-schoo children of Mansfield, Ohio, th lessons of safety. + + The toy land village is part of a progran called Safety Town. Fred C Boals, Mansfield traffic commissioner, started Safety Town i 1937. Since then his project ha gained nationwide recognition. + + Mr. Boals based his progran on the premise that accident prevention should be taught childre at the earliest possible age—as soon as the child is old enough t go to the neighborhood grocery or the house across the street According to him, memorization and "don't" orders have littl effect in teaching children safety. His program stresses practice in safety through real-life situations. + + A child learns some thing he likes four or five times easier than something he doesn' like. Mansfield children who attend Safety Town each summer before entering school for the first time, learn safety rules an practices and have fun doing it. They act out dangerous traffi situations on tricycles on the streets of the toyland village. The sing safety songs, listen to safety stories, play safety games, an learn safety education through art projects. At the conclusio of the two-week course, during which they learn a safety rule a day, they receive an engraved certificate. + + Safety Town i supported financially by the Mansfield Police Recreation Clu and the city recreation department. These funds provide a schoo bus and driver for transporting children to and from the sessions in addition to paying for two instructors. + + The town wa built by Roy Gale, a sign painter who has donated his services eve since the project began. A local police officer attends the schoo once a week to talk to the children and prove to them that th ninth safety rule (Ask the police man for help; he is your friend) is good advice. + + Tracing th success of the Safety Town pro gram since its inception, one find that up to the present time non of the children who has attende the course has ever been involve in any kind of an automobile acci dent. Is it any wonder that a parent reading a Safety Tow notice immediately enrolls hi

An illustrated safety storytelling class merits rapt attention.





Youngsters learn to cope with traffic in their miniature city.

child in the program? + + The fact that the children's enthusiasm usually continues late into the second week of the school attests to the program's ability to keep the students' interest. During its twelve years it has proved the answer to minimizing child accidents.—Reprinted from *Columbus Dispatch* Sunday magazine. + + + + + + + + + In a letter, Stanley W. Kamen, Director of Recreation in Mansfield, sends us the following interesting facts regarding the above project: Mr. Boals has issued a book of instructions (copyrighted 1940) which describes the layout and equipment, daily schedule, and so forth. + + The recreation department employs two play leaders to supervise Safety Town. The play leaders conduct the program using Mr. Boals' book of instructions as a guide. + + The recreation department also introduced the idea of presenting a certificate to the boys and girls upon completion of the course. + + In 1948, miniature automobiles were used but this proved to be unsatisfactory in that the boys and girls were too big for the automobiles. Also, maintenance of the automobiles was a constant annoyance. This year, we decided to use tricycles (purchased by the Police Recreation Club), and the change proved to be quite satisfactory. + + Publicity for Safety Town is the responsibility of the recreation department. Parents of boys and girls registered to attend school for the first time in the fall are informed of Safety Town through our office. + + In 1948, 510 boys and girls were registered for school; 310 attended Safety Town. In 1949, 496 boys and girls were registered for school; 300 attended Safety Town. + + The program was broken down into five sessions, two weeks in duration per session. Two school districts were assigned to each scheduled session. The season's schedule was publicized by the local paper and the local radio station. + + Safety Town was not in operation during the war years. The program was resumed in 1948, supervised by the recreation department. The recreation department was organized in 1947, result of the seventy-one per cent majority vote in 1946. + + The Safety Town program is very popular in Mansfield. It would be to the advantage of other communities to try a similar project.

Town

This ride acquaints pre-schoolers with Safety Town area.

"What are college students really like? The University of Minnesota is trying to find out. The first step is finding out what they do with their out-of-class time. A staff in the dean of students' office is hard at work adding up answers that 4,200 students—a careful cross-section—gave to long questionnaires about themselves. There are some hints now—chief among them that college students are pretty much like other people, particularly when it comes to the method of spending an idle hour."—Minneapolis Sunday Tribune, October 1949.

STUDENT

As THE SOCIAL DIRECTOR in a student union, I work continuously in, with and for a student activities program and, though we are in a constant process of evaluating separate social events and activity projects, when I started to put my thoughts about evaluation on paper, I realized how little of an academic nature I really know about it. Many people and many studies are concerned with evaluating counseling services, but evidently little has been done on the specific problem of judging the effectiveness of a school activities program.

In discussing student union programs, it might be well to jot down the various areas to be considered:

1. Total program and the administration
2. Total program and the student body
3. Total program and the student union officers and workers
4. Individual project and the student body
5. Individual project and the student union
6. Individual project as a part of the whole

Perhaps a very logical question here would be, "Is it necessary to evaluate?" The answer can be found in the basic philosophy of a student union: the union is a laboratory of living—it must be constantly progressing in the provision of adequate tools for the business of living; it is only through examining the tools and testing the results that the laboratory can progress. Only through testing and proving, testing and discarding can we ever hope to reach that type of program which will provide the greatest good for the greatest number.

It seems that, in the past three or four years, this matter of evaluating programs has become increasingly important. We're all in the slow process of returning to so-called normal "pre-war" campuses, after the accelerated life of the war years. Every union—and, in fact, every extracurricular activity—finds itself faced with the problem of presenting a program of appeal to an age group of anywhere from seventeen to twenty-seven; to married couples and to confirmed bachelors and spinsters; to students from every type of social background, financial rating, and extracurricular interest. It is essential that we provide a suitable calendar of activities for as large a number as possible. To do this, we must constantly evaluate the total program and each part of the program which makes up the whole.

Following through on the philosophy of the union—each individual worker in the union should carry with him when he leaves some additional bit of knowledge in the art of living—our evaluation is of prime importance in determining that our objectives are proper; that the individual is being given an opportunity to grow as much as he desires.

Students themselves recognize the importance of extracurricular activities and Lloyd-Jones reports that, in a study conducted by interviewing 100 students from two schools to determine the most important elements in the development of character, extracurricular activities are listed second only to home in frequency as the most influential elements.

Specifically, objectives for activities programs fall into two main categories: developing a better

Dorothy Ann Olson is social director of Memorial Union at Purdue University in Lafayette, Indiana.

PROGRAM EVALUATION

DOROTHY ANN OLSON

person in terms of democratic living and developing a person with good mental health. These general objectives mean that there shall be equal opportunity for all students to participate; that the general welfare of the student body and of the school shall be promoted; that there shall be sufficient variety of activities to permit everyone to exercise his talents and to satisfy his interests.

If we are agreed that it is necessary and wise to evaluate our programs, the next logical question is "how?". And the very logical answer is returned—"by written report". But here it is necessary to define terms again; an evaluation of a program or a job must never be confused with a job description or a job analysis. True, we want a description of the event and an analysis of the duties involved, but also we want to know how well those duties were performed; what contribution the event made to the student body; was it a program of which the union can be proud?

To be valid, the student activities program must be conceived in the service of and intimately geared to the needs, interests, and purposes of the uniquely constituted student body in question. Of course, programs for evaluating any student activity in a given situation must include, in addition to objectives, a means of analyzing the needs and interests of the student to be served, and a means of determining how well the program already in operation meets these needs and interests. A few general criteria which might be of help in setting up evaluation procedure are:

1. Is the program, so far as possible, a student organized, administered, and supervised program?
2. Does the program embrace the interests of the entire student body?
3. Are activities encouraged according to accepted social standards?
4. Is there effective integration of the developing individual?
5. Are past experiences evaluated by participants, administrators, and supervisors?

For evaluating an entire program over a period of time, there is the questionnaire for distribution to specified groups. You might try a "man on the street" broadcast or newspaper interview in your favorite afternoon coffee shop for on-the-spot opinions. For a reasonably true picture of union events, talk with the casual union-goers, the people who have nothing to do with the planning of activities—find out how and why they like a particular program; did they come just because there wasn't anything else to do—or were they really interested? Would they come again for a similar event? Why don't they come around more often?

Interviewing a selected group of students, such as the leaders of all extracurricular activities, brings interesting results.

Questionnaires sent to the office of student affairs, the dean of women, the dean of men, the heads of residence units, will tend to give a broader, over-all picture of the value of particular programs in the light of the total campus extracurricular program.

Seeking the advice of an expert, or one who is already working with a successful activities program, is also a recognized technique.

Which of these techniques is best must be determined partially by the local situation and partially by the result you are seeking. If you want to know immediately whether a specific activity is worthwhile, probably careful interviewing of students concerned with that activity will yield the best results in the shortest time. If you feel that the whole program of activities needs evaluating and perhaps overhauling, the questionnaire to stu-

*Excerpted from paper delivered at annual convention of the Association of College Unions in Colorado Springs, 1949.

dent groups and other campus personnel people might give you valuable information.

There seems to be no preference for one over the other. Everywhere we are cautioned that evaluations, in order to be valid must be objective, i.e., we as appraisers must not be looking for specific things or seeking to prove success or failure. We must be sure that our methods do not present us with an unreliable result. This is, of course, extremely difficult because in most evaluations we must rely on the opinions of people who usually evaluate subjectively.

We have been thinking, up to now, of evaluating a program of activity chiefly as a one-time process—as a research project in which we are vitally interested. But we should also think about evaluations as part of the ongoing process of the program. When your group has completed a major program, do you and the executive committee of the group examine the affair closely and critically to see what its successes were and wherein it might be improved if a similar program were to be presented again? In our work it is axiomatic that students learn as much sometimes from making mistakes as they learn by success, but do we use the technique of correcting mistakes often enough?

Also, as part of your program of continuous evaluation, when your group is considering some project which has become "traditional," do you get them to consider its values from the standpoint of their current situation and to decide whether actually the "traditional" thing is meeting present needs?

These then are the "ways and means" of program evaluation; they may be either written or oral, spontaneous or the product of considerable thought. They may be direct reports from the participating students and the staff of the building, or they may be indirect reports from the partakers in the event and from deans, head residents, and other personnel people on campus.

Use of Results

Pre-evaluation and postevaluation are both very important to the whole process. It is all very well to go to great lengths and much effort to plan a good program and to make a complete evaluation of it, but that evaluation is of no use if it isn't used. Better not to make any report than to write a full report and file it away; reports are written to be used. If it is true that we learn by experience (of others as well as our own), then every dance, every tournament, every reception will show the results of our learning because we used the evaluation of the previous event, and tried to plan a little better, to profit by previous mistakes.

When the event is over and the written evaluation is to be submitted, it should be done in light of both the previous report and the present function, with the result that the combination of preevaluation and postevaluation should provide a rather successful, eventful future.

And now we come to the "who?". Who is to do this evaluation? Of course, there is the general chairman who, at the close of an event, will make a written report covering the work done by each of his subcommittees and himself. A reverse form of your report sheet, suited to your own situation, might well serve here. Then, the governing body of your union will further evaluate the event in the light of the total and long-range picture.

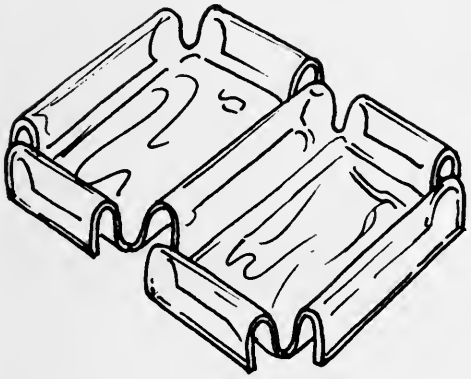
The role of the social director is not to be overlooked in the area of program evaluation. Those of you who have such a person on your staff know that she is a vital cog in the wheel; those of you who have new operations, or are still in the planning stage, should think very seriously about including such a person in your plans. She should be an individual who, by either experience in student work or by training, realizes that a lab instructor in this so-called "laboratory of living"—the union—is an educational influence of greater or less degree. (For those of you who contemplate finding this person, be sure to investigate the available young women in any one of several schools which specialize in student personnel training.)

Carefully consider the meaning of evaluation—not only what the dictionary says it is, but also what it means to your total program. Consider it in the light of what it is, how it's done, and who does it—and then remember these few words by Vachel Lindsay:

There's machinery in the butterfly
There's a mainspring in the bee
There's hydraulics to a daisy
And contraptions to a tree.
If we could see the birdie
That makes the chirping sound
With psychoanalytic eyes
With X-ray scientific eyes
We could see the wheels go round.
And I hope all men who think like this
will soon be underground!

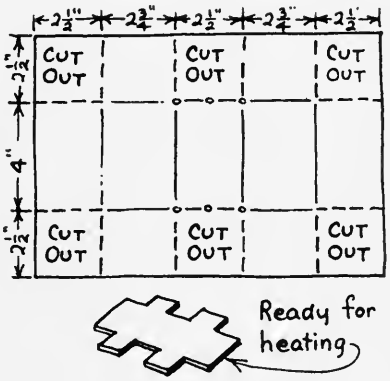
FRANK A. STAPLES

Plastic Canasta Tray



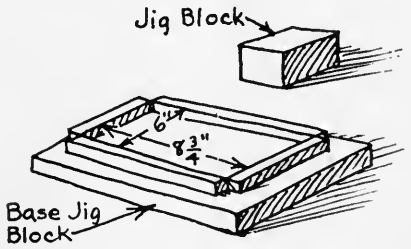
CANASTA TRAYS in plastic are attractive and practical, and can be used when playing gin rummy and similar card games as well as for the game of canasta. Making them is easy and can be a good arts and crafts project.

Cut Plastic—From ⅛″ thick clear or colored plexiglas or lucite, cut with a hacksaw a rectangular piece of plastic 9″ wide and 13″ long. Mark off the spaces as shown in the diagram. Cut ——— lines with a hacksaw and —o—o—o with coping saw. Sand all edges to remove saw marks, using either a medium file or sandpaper.



Make Wooden Jigs—A base jig block is ⅞″ thick by 8″ wide by 11″ long. Then four ½″ x ¾″ pieces are nailed in place as shown in sketch. Two of these pieces are 6″ long and the other two 8¾″ long.

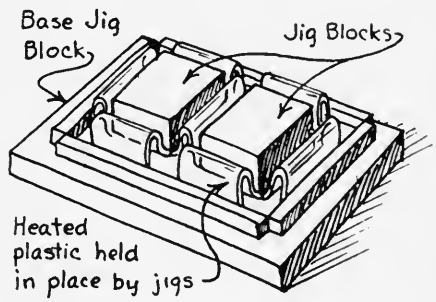
Two additional jig blocks are needed to form the bases of the two compartments which hold the cards. These two blocks are 2⅝″ wide, 3⅞″ long and 2″ thick. All jig pieces should be made from soft wood and sanded smooth.



Form Tray—Remove masking from plastic. With sandpaper, smooth any rough edges. Heat plastic in oven 275° to 300° F., being careful to use soft gloves while handling the hot material. When it is sufficiently heated, it will bend like soft rubber.

Wave in air for a second or two to cool outside surfaces slightly; then place in base jig block as shown in sketch. Hold the other two jig blocks in position until plastic is cool. If your first attempt to bend the shape evenly is not successful, reheat the plastic and try again. You can keep reheating it as many times as needed, without harming it.

After the plastic is cool, remove it from the jigs and it is ready for use. To clean, wash it in very soapy lukewarm water. (Read about canasta in February RECREATION.)

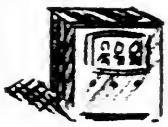


Frank Staples has been director of arts and crafts for the National Recreation Association since 1935.

They forget that they are on a television show . . .

"Fun for the Young"

MARY AGNES THOMPSON



THE RED LIGHT on the camera glows, the director smiles reassuringly, and Xenia Nail, of the Community Workshop of Oklahoma City, whispers: "Now, children, we're going to have fun!"

"It's Fun for the Young!" calls out the WKY-TV announcer, and the show is on! The children, with the help of Mrs. Nail, carry on from there. Not only do they have fun, but they teach thousands of other boys and girls how to construct the crafts they themselves are demonstrating on the fine television show popular in the Oklahoma City area.

Step by step the craft is completed and, at the end of the show, the finished product is proudly displayed by each boy and girl. There is reason for pride, for the article itself, besides being useful or entertaining, has been made of materials that cost very little, if anything—twine, spools, paper sacks, or other materials which every mother has in her home and would gladly collect for the purpose of entertaining her own child.

Before the viewer is aware of it, the half hour is over; each boy and girl has performed capably before the cameras and microphones, most of them in their first video role.

"Fun for the Young" has firmly established itself in the hearts of Oklahoma City television fans, both young and old; and though it was designed primarily for the purpose of educating the very young in the art of handcrafts, it has entertainment features for adults as well.

WKY-TV automatically thought of Xenia Nail when it began its plans for this television show. Mrs. Nail has been director of the Oklahoma City Community Workshop for two years and, during that time, has taught hundreds of adult volunteers who, in turn, teach others crafts and a variety of activities.

It's interesting and inspiring to watch both the preparation for the "Fun for the Young" television program and the show itself. Before it goes on, Mrs. Nail gives her young charges very little coaching regarding their conduct on the show, since she wants them to be as natural as possible. Instead, she impresses upon each of them the importance of completing the craftwork as well as possible. Then she gathers the group—usually six or eight children, each group in an age category ranging from four to nine—before the cameras and gives each boy and girl the necessary materials. These often consist of objects that can be gathered out-of-doors, sometimes real flowers or twigs, as well as of materials found around the house.

They chat enthusiastically until the children become so interested that they forget that they are going to be on a television show. By the time the "You're On" signal is given, the group, centered by Mrs. Nail, is at ease and having a good time. Each child introduces himself when the program begins; and then a finished crafts article is displayed along with the materials that are going to be used by each child in preparing another.

Step by step the duplicate article is made, with

Author Mary Agnes Thompson is the continuity editor for Radio Station WKY in Oklahoma City, Oklahoma.

Mrs. Nail and four participants prepare for television. The children become very engrossed in their projects.

the cameras being focused upon it in close-ups for the vital steps, enabling the television audience to follow the verbal and visual instructions.

"The camera men and the engineers are all young themselves, most of them in their twenties, and their interest and enthusiasm give a boost to the program," Mrs. Nail observes. "They're ever alert to catch the winning and bright expressions on the children's faces."

Sometimes it is the expression on the face of a small Cub Scout, wielding a brace and bit, oblivious of the fact that his contorted face is a close-up on the television screen. Perhaps it is a tiny five-year-old, biting her tongue as she clips away at her papers with a pair of scissors, amusing a grown-up audience and entirely unconscious of it. Youth seems to predominate in every phase of the show, and that youthful eagerness can be credited for much of its success.

On each program, at least two activities are incorporated that fit the particular age group participating; sometimes one of these is a stunt or game that can be played at home. There are also special activities for various holiday seasons, such as Halloween or Christmas. For example, during last year's Halloween program, hand-out bags, masks, noise-makers and such decorations were made. At Thanksgiving time, the program's young cast occupied the period with the creation of Indian headdresses, apple turkeys and yellow squash ducks. During the New Year's program, party hats were made from newspaper. One young heman refused to don his paper hat, saying: "It looks like a woman's hat!" However, upon being assured that it really looked more like a drum-major's shako, he was ready to wear it proudly. At Christmas, the children were taught to make Santas out of an apple and an eggshell, as well as other decorations and gifts for mother and dad.

There are many things to which the success of WKY-TV's "It's Fun for the Young" can be attributed. Economy of props is one item. Newspapers, yarn, beads, clothespins, felt hats and spools make it easy for an interested mother to supply her own child with the necessary items. Another reason for its appeal is the unconscious ability of children to put on a good act, especially when they are not aware that they are doing so. The boys and girls on the program are relaxed and natural, and become even more so as their interest progresses. The third reason, and an important one as far as WKY-TV is concerned, is the capability of the show's guiding light, Xenia Nail, who learned early in her own work that children can be entertained easily and economically; and that those children whose minds and hands are busy are essentially happy and well-behaved.

Television is a natural medium for many recreation activities and the above program demonstrates the possibilities of this new program device. The prime requisite, of course, is finding an eager and capable leader with a vital interest in the young. The talent and the materials are easily supplied, and the audience interest in this type of television show is assured since it appeals to both old and young. It is educational and recreational, and this kind of fun can be duplicated by any television station anywhere.

Canadian Friends!

We are very happy to announce that arrangements have just been completed with the G. R. Welch Company Limited, of 1149 King Street West, Toronto, for the exclusive handling in Canada of RECREATION magazine subscriptions and orders for all other publications of the National Recreation Association. Canadian friends who wish to do so may write directly to the Welch Company for a special publication list.

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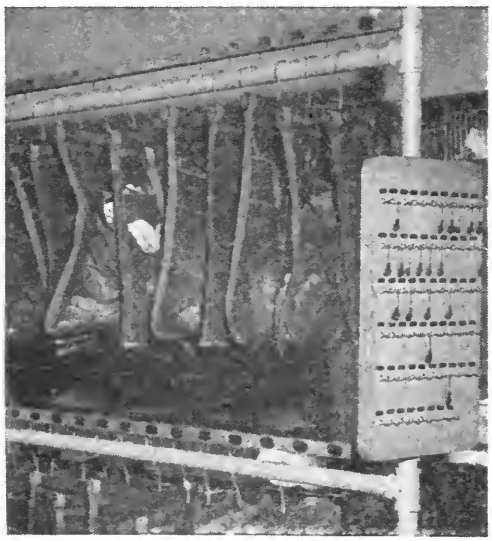

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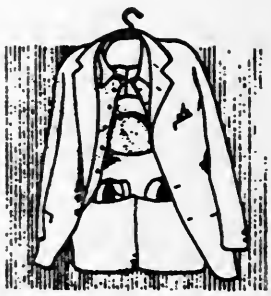

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At Headquarters . . .

Rose Jay Schwartz

QUICK STEPS IN the offices of the National Recreation Association usually herald the approach of energetic Rose Jay Schwartz—who believes that one should never walk if one can run. Smiling, but invariably hurrying, she is a woman who knows how to be in nine different places at once. She's never too busy for a good laugh, however, and the sound of her infectious giggle often is a means of locating her, should a fellow worker decide to track her down.

When representatives from business firms and other organizations, who have had dealings with Mrs. Schwartz only over the telephone, meet her face-to-face, it is amusing to see their first reaction. Apparently, they have been expecting a larger woman, perhaps someone who more nearly fits their idea of a female business executive. Imagine their amazement, therefore, when they find themselves confronted by someone small, feminine and with a twinkle in her eyes. They soon find, however, that her size is no criteria of her ability to be firm in business matters.

Her story is an interesting one. In the year 1913 a very young girl came to the National Recreation Association. She had unusual ability, was able to carry responsibility far beyond her years, and soon became a very important part of the work of the Association.

At the time of the First World War, she was one of a small group of individuals carrying the central responsibility for the War Camp Community Service assumed by the National Recreation Association for the War Department, the Navy Department, and the war industries. Much that was done by the National Recreation Association during the important and trying days of the First World War could not have been done except for the able and devoted energy of a few who worked early and late to make sure that all emergencies were met.

For a period after that Mrs. Schwartz was busy with her own family and with the bringing up of her children, though she did find time for much in the way of volunteer service.

Later, when she was free to do so, she returned to the National Recreation Association, where she has carried a very heavy responsibility as business manager. Mrs. Schwartz has had a special interest in the recreation publications. Much of the attractiveness of the special publications has been attributed to her own work to improve their appearance as well as contents. Through the years, also, she has had an important part in making RECREATION magazine more attractive in appearance and more serviceable in content.

At Recreation Congresses she has done a great deal to give service to local recreation systems through the commercial exhibits and through the educational exhibits. Material brought together from different localities has helped delegates to see what is being done in other cities and to obtain suggestions for their own programs.

Mrs. Schwartz helps greatly with the interpretation of the work of the recreation movement, both national and local. Few people realize all that is involved in drafting budgets, in keeping expenditures in line with the budgets, in handling the details with reference to these.

During the period from October 1947 to March 1950, Mrs. Schwartz has carried a heavy executive responsibility as Acting Executive Secretary in relating the parts of the work of the Association to each other.

Through the years she has carried heavy general responsibility in dealing with special emergen-

cies in all parts of the work. There is very little that has happened during the last thirty years in which Mrs. Schwartz has not had a part. Suggestions have come from her with reference to nearly every part of the work. Her mind is constantly active in thinking of ways and means whereby the recreation movement in specific localities and throughout the nation can be built up, and always she is interested personally in the people who have a part in the movement in any way. She has been particularly successful in carrying a load of responsibility and yet not letting herself be weighed down by the details, and in being able to keep smiling even when there are difficulties to be overcome.

In any great movement, a very large part of what make it effective does not appear in the public eye because the work is so quietly and unostentatiously carried. Mrs. Schwartz is one of those who has had a part in helping to build nearly every part of the recreation movement. No task has been too big or too little. No hours have been too long. All of her experiences in various fields and undertakings have been used to throw light on the problems of the Association and to further the progress that comes through the recreation leisure-time movement.

German Leadership Project

The National Welfare Assembly of New York City, through its Youth Division and education-recreation agencies, has accepted the responsibility of planning visits for more than 125 German leaders who are interested in American community council planning, youth work, adult education, citizen participation, civic education, camping, sports and physical education. They will begin arriving in the United States about the first of March and will be here for six months. One of these groups is comprised of fourteen leaders who are interested primarily in studying recreation programs of public and private agencies. A representative of the National Recreation Association has been present at a committee meeting designed to make plans for the most effective use of these leaders' time while in this country.

Following an orientation period of about two weeks, to be spent in Washington and New York City, they will be assigned, generally in groups of two, to localities for periods anywhere from two weeks to two or three months for observation, training and participation as volunteer staff workers. Each of the Germans will receive a daily allowance so that there will be no expense to the locality cooperating in the program.

The Youth Division already has sent letters to a number of localities which cooperated with the project last year, asking if they will participate again in 1950. Many of these letters have been addressed to councils of social agencies who presumably are interested in the recreation group as well as in two or three of the other groups of youth leaders. Letters have also been sent within the last few days to a number of local recreation executives asking their cooperation. Some of the cities have been suggested for short visits, others for longer periods. It is hoped that, while in a community, the German leaders may not only have an opportunity to observe carefully methods used in municipal and county recreation programs, but also to participate in local leadership training opportunities and to observe the work of the private recreation agencies. In a number of cities, the superintendent of recreation will be asked to accept responsibility for the leaders and for directing their program while in the city.

Last year, forty-three youth leaders from Germany visited the United States to observe youth work.* The leaders were selected by American staff in Germany in cooperation with German committees, and came from a variety of organizations as well as from the military government.

During their visit, certain aspects of American life made a deep impression on them and were noted again and again in reports and evaluation sessions. For example, the Germans were very interested in:

The Americans themselves; the friendly informal relationships among people.

The active participation of large numbers of men and women in community affairs, especially of those who carry heavy responsibility as volunteers.

The way people of different organizations and religious, political and ethnic groups work together.

The way Americans encourage discussion of "even the most ticklish and disagreeable problems."

* (Read "A New World," October 1949 issue of RECREATION—Ed.)

Helen Malone and one of her recreation workers select outstanding paintings for Sketch Club exhibit.

by Paul Olsen

A Leader in Hospital Program

In 1947, when Mrs. Helen G. Malone took over her duties as supervisor of recreation at Chicago State Hospital, she found the program completely unorganized, with only scattered parties and recreation classes for regressed patients. In two years, she has built it to a round-the-clock schedule of daily events with something of interest for everyone.

Her recreation background began with Girl Scout, public library and YWCA work in Oskaloosa, Iowa, and progressed through teaching in Chicago nursery schools and four years as an American Red Cross hospital recreation worker during and following the last war.

That Mrs. Malone cherishes her work and the people with whom she works is strongly in evidence in their schedule of current events. In addition to bingo parties, dance nights and baseball games, the evening program includes two weekly showings of new movies with 1,200 attending each showing. Her daytime program consists of library and journalism classes, discussion groups, folk dancing, costume design and sewing, holiday decorations and shadow boxes. Patients' amateur shows are presented quarterly in cooperation with the Chicago chapter of the Stage Friends Club, a group of retired stage folk who appear in half of the production that they assist in devising and staging.

Shadow boxes, outstanding decorative features of the large recreation hall, contain hand-molded figures whose costumes, background and lighting are changed seasonally. Holiday decorations are not the usual paper cut-outs, but painstakingly designed frames of chicken-wire that are painted and covered with glitter. Throughout the yuletide season they add their cheer to the entire grounds.

The library project also includes the coloring of a hundred weekly activity programs—which are posted in various parts of each building—and the copy and art work for four hundred copies of *Light,* the twenty-five page monthly magazine of news and articles of interest to patients and hospital staff.

When pinned down to naming the favorite of all her recreation projects, each of which has its enthusiastic following among the patients, Mrs. Malone will usually select art as her "special baby". She probably chooses it because the Sketch Club was the first and most difficult to inaugurate of her many innovations.

In her work among psychiatric patients in army and navy hospitals, Mrs. Malone found that creative art possessed therapeutic values equal to that of music. Her arrival at Chicago State Hospital marked the beginning of a full-scale test of her theory. She selected a basement storage room for use as her Sketch Club's headquarters, and set to work cleaning it out. It was painted in bright, cheerful colors, and work tables and comfortable benches and chairs were collected from other cellars and attics on the grounds. Sturdy easels were made in the hospital's carpenter shop according to her specifications.

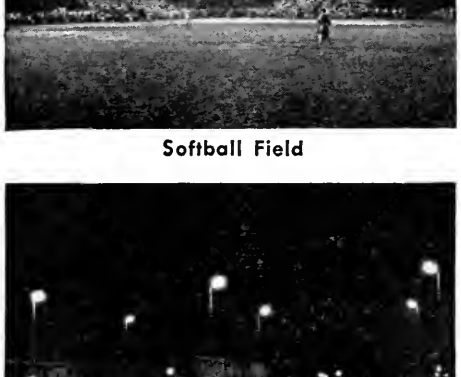
After this preliminary hard work, it was disheartening to be met with almost total indifference

---

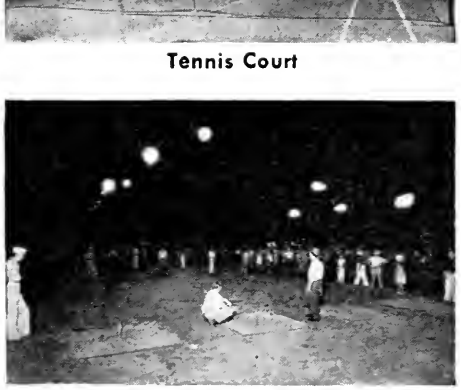
Mr. Olsen instructs at Radio Institute of Chicago. His story has full commendation of Dr. E. Dombrowski, Superintendent of the Chicago State Hospital.

FREE! New, idea-packed bulletin on Recreational Lighting

Playground

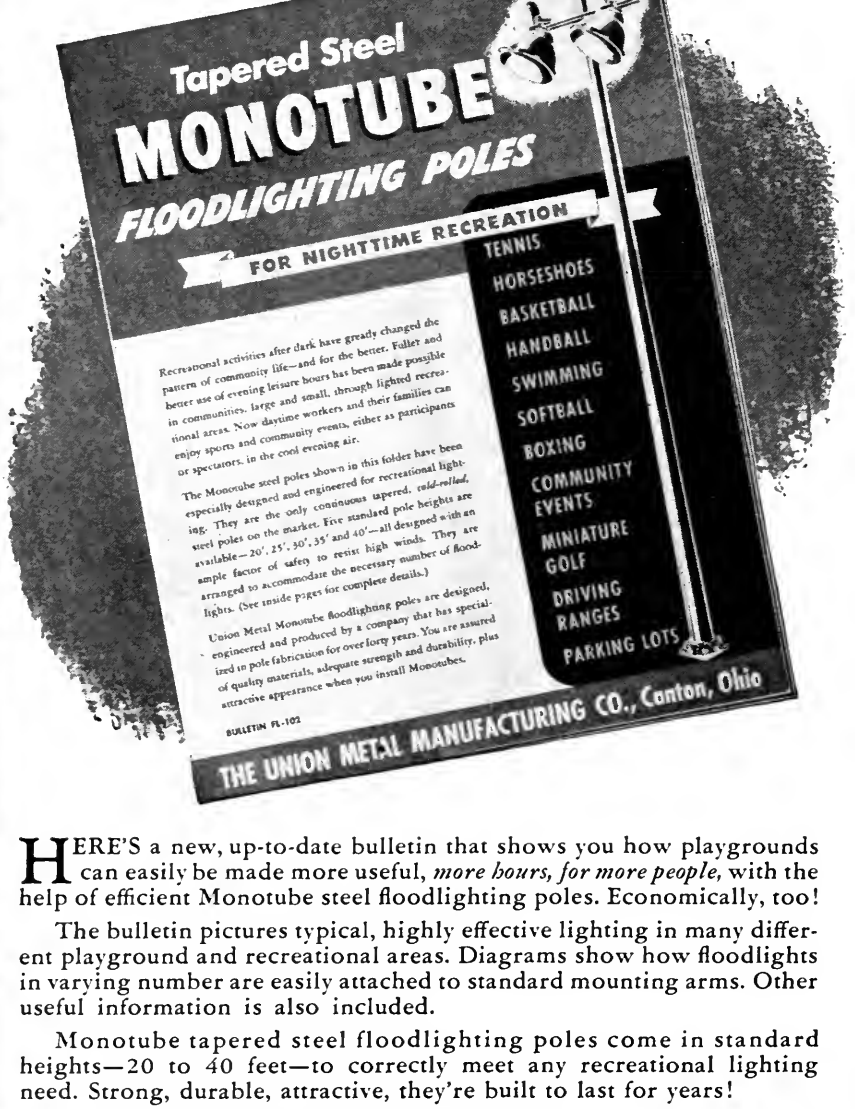


Softball Field



Tennis Court

Horseshoe Court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A Leader in Hospital Program

(Continued)

when the opening of the Sketch Club was announced. Scarcely a dozen patients showed up for finger-painting instruction. Mrs. Malone stayed with her idea, however, maintaining a social atmosphere during class meetings.

Word-of-mouth publicity among the patients soon began to swell the roster. There are now over one hundred members meeting at two weekly classes under the supervision of four recreation workers. Their work is entirely creative, with no teaching or criticism offered unless requested.

Outdoor classes are scheduled whenever possible, the patients painting from life or sketching each other. Some, who never realized they had talent, have found a new medium; others use the activity as an outlet for frustration and worry.

Their work has been exhibited at Chicago's Roosevelt College and before prominent clubs and study groups, with Dr. George Fenyes of Vienna, now a staff psychiatrist at Chicago State Hospital, lecturing on the paintings. He analyzes and evaluates them as an "unconscious art" that reveals the fears and disturbances of the artist.

The paintings also are displayed in the wards, with attendants filling out questionnaires on the patients' reactions. Some contributions are torn down, while others have definite affection shown toward them. All of them have been helpful in tracing the distorted path to mental alienation and its subsequent rerouting to sound rationality.

Chicago State Hospital's third annual art show was scheduled for November, with invitations extended to all patients, their families and the hospital staff. Honored guests were representatives of the Art Department of the Chicago Board of Education, Chicago Red Cross Chapter workers and interested Service Club members. There were no awards since competition is not stressed in the Sketch Club. The affair was strictly social, with the exhibiting artists assisting in serving tea.

It's a toss-up as to whether patients or guests derived most enjoyment from the affair, but we're willing to bet that Helen Malone received her share of silent satisfaction from a job well done.

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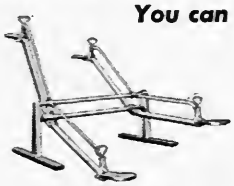

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Recreation News

Ten Issues for RECREATION

This year, RECREATION magazine will be published monthly in ten issues, beginning with April 1950, Volume Forty-four, Number One and eliminating the July and August issues. The price will be the same—three dollars for a year's subscription. However, the Year Book edition, usually appearing in June, will no longer be included as an issue of the magazine, but will be published as a separate unit in the future.

Lebert Weir Memorial

Immediately after the death of Lebert H. Weir, of the National Recreation Association, last November, his alma mater—Indiana University—and his native state—Indiana—took steps to establish a Lebert H. Weir Memorial Student Scholarship and Loan Fund. The Indiana Municipal Park and Recreation Association and the Indiana University Recreation Society are donating funds to this project, as is a variety of communities and individuals in Indiana and other states.

Recognizing the ideals for which Mr. Weir was known—he was a great scholar and humanitarian—and wishing to perpetuate them among the recreation students the Indiana University Recreation Society will give recognition each year to the graduate student who most nearly exemplifies the ideals of Mr. Weir.

In addition, funds from the loan and scholarship fund will be used for emergency loans to recreation majors, a scholarship for the most outstanding junior majoring in recreation, and fellowships for worthy graduate recreation students.

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before the playground season starts. Did you lose out last year by not subscribing for the *Summer Playground Notebook* or by subscribing too late?

The 1950 price will be the same—$1.50 for the series of twelve looseleaf bulletins, issued weekly, beginning the latter part of April.

Many recreation departments send us a subscription for each member of the playground staff. Many subscribe for each local playground. Whether you'd like one or twenty subscriptions, act SOON! They go like the proverbial hot cakes!

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Magazines and Pamphlets

Camping Magazine, December 1949
Day Camping Can Be Year-Round, Herbert Sweet.
Fifteen Public Relations Pointers, Howard P. Galloway.

Parks and Recreation, December 1949
Realism in Park Planning, H. Oakman.
National Park Service Museum Planning, Walter G. Rivers.
County Fishathon.
Maintenance Must—Santa Claus Lane.

American City, December 1949
Toledo's New Community Building and Swimming Pool, Ralph Girkins.
Perryopolis Receives an Inheritance.
Teaneck Recreation Department Brightens Life for Older Folk, Too.
Taunton—"The Christmas City," John F. Parker.

Architectural Record, January 1950
Space and People, Garrett Eckbo.
For Joyous Living and Five Children.
Designed for Vacations.

Journal of the American Association for Health, Physical Education and Recreation, January 1950
The Place of Camping in Education. A Committee Report.
Community Recreation—Government Style, Lois B. Baughman.
City Director of Health, Physical Education and Recreation (cities of 25,000 or more).

American City, January 1950
What Next for Our American Cities?
Four New Swimming Pools for Oakland, Dorothy L. Lanyon.
America's Largest City Park Has 14,000 Acres.

Books Received

Art of Board Membership, The, Roy Sorenson. Association Press, New York. $2.00.

Bibliography of Research Studies in Music Education, 1932-1948, William S. Larson. Music Educators National Conference, Chicago, Illinois. $2.00.

Fun With Fabrics, Joseph Leeming. J. P. Lippincott Company, Philadelphia, Pennsylvania. $2.50.

How To Be a Better Speaker, Bess Sondel. Science Research Association, Chicago, Illinois. $.60.

International Folk Plays, edited by Samuel Selden. The University of North Carolina Press, Chapel Hill, North Carolina. $5.00.

In Woods and Fields, Margaret Waring Buck. Abingdon-Cokesbury Press, New York. Cloth, $3.00; paper, $1.75.

Music Rooms and Equipment, Clarence J. Best. Music Educators National Conference, Chicago, Illinois. $1.50.

Ornamental Tin Craft, Chris H. Groneman. The Bruce Publishing Company, Milwaukee, Wisconsin. $3.00.

School Game Book, The, Margaret E. Mulac and Marian S. Holmes. Harper and Brothers, New York. $2.50.

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FOR CRAFTS LEADERS looking for simple, attractive and useful projects, many short-term, the Leeming books are all excellent. The "Fun With" series, including clay, magic, wood, leather, string, paper, plastics, boxes, and so forth, are all bound and priced alike, and are uniformly clear, interesting and useful. "Fun With Fabrics" is no exception.

It is written for boys as well as for girls, with suggestions for making a teepee, pup tent, knapsack, hammock, signal flags and moccasins only a few of the projects of special appeal to boys.

Directions and drawings are simple, and the suggestions include many toys, dolls, lapel gadgets and the like, all made from cloth or felt, and most requiring very little, if any, sewing.

The sections on felt and on handkerchief tricks are particularly good, as is the last chapter on fabric decoration, in which directions are given for textile painting, spatter painting, stick printing, batik, knot, tie and twist dyeing and linoleum block printing.

Boating Is Fun

Ruth Brindze. Dodd, Mead & Company, New York. $2.50.

RUTH BRINDZE has always had fun with boats and now lives in her own, which she sails a large part of the year. Here, in a unique book for boys and girls, she describes how to handle all kinds of boats and takes the reader out on the water to enjoy the fun and adventure of being afloat and of learning the correct and safe way of doing things. This is a book which can be a valuable help to camp counsellors and recreation leaders as well.

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Everybody's Party Book, *Harry Githens*	August	1949	267
Feasts and Frolics, *Phyllis R. Fenner*	October	1949	364
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Fun with Fabrics, *Joseph Leeming*	March	1950	597
Golf Facilities, *edited by Herb Graffis*	April	1949	47
Guiding Homeroom and Club Activities, *Ruth Fedder*	January	1950	508
Handbook of Day Camping, The, *Mabel Jobe*	May	1949	95
Handbook of Homecraft	December	1949	459
Handbook of Y.M.C.A. Camp Administration	September	1949	316
Handbooks of European National Dances, *edited by Violet Alford.*	April	1949	47
Happy Home: A Guide to Family Living, The, *Agnes E. Benedict and Adele Franklin*	May	1949	95
How to Make a Play School Work, *Charles S. Bernheimer*	November	1949	412
Hundred Games for Rural Communities, A, *Ralph A. Felton*	August	1949	268
Introduction to Community Recreation, *George D. Butler*	July	1949	219
Keene Party Book, The, *Frances W. Keene*	January	1950	507
Liability in Public Recreation, *Dyer and Lichtig*	June	1949	170
Living Through the Older Years, *Clark Tibbitts*	September	1949	316
New Score Guides	April	1949	47
New Walt Disney's—Bambi, Mother Goose, Adventures of Mr. Toad	November	1949	411
Packaged Fun—Playtime Package, Giant Playbook, Big Bag of Tricks	November	1949	411
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Paper Sculpture, *Tadeusz Lipski*	August	1949	268
Pattern without Pain, *Allen W. Seaby*	August	1949	268
Personal Adjustment in Old Age, *Cavan, Burgess, Havighurst and Goldhamer*	December	1949	460
Plastics for the Beginner, *Frank A. Staples*	July	1949	219
Play Ideas—Eighty Play Ideas, Play Alone Fun, Forty Rainy Day Games, Sixty Swell Playmates Games, *Caroline Horowitz*	December	1949	460
Play Party Games, *M. Katherine Price*	February	1950	556
Play with Plants, *Millicent E. Selsam*	January	1950	507
Pleasure Chest, The, *Helen and Larry Eisenberg*	July	1949	220
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Safety in Sports, *Don Cash Seaton*	June	1949	169
School Game Book, The, *Margaret E. Mulac and Marion S. Holmes*	February	1950	556
Shower Parties for All Occasions, *Helen Emily Webster*	October	1949	364
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Stories—A List of Stories to Tell and Read Aloud, *Eulalie Steinmetz*	August	1949	267
Straw Ox, The, *Fan Kissen*	May	1949	95
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Youth and Recreation, *E. O. Harbin*	November	1949	412

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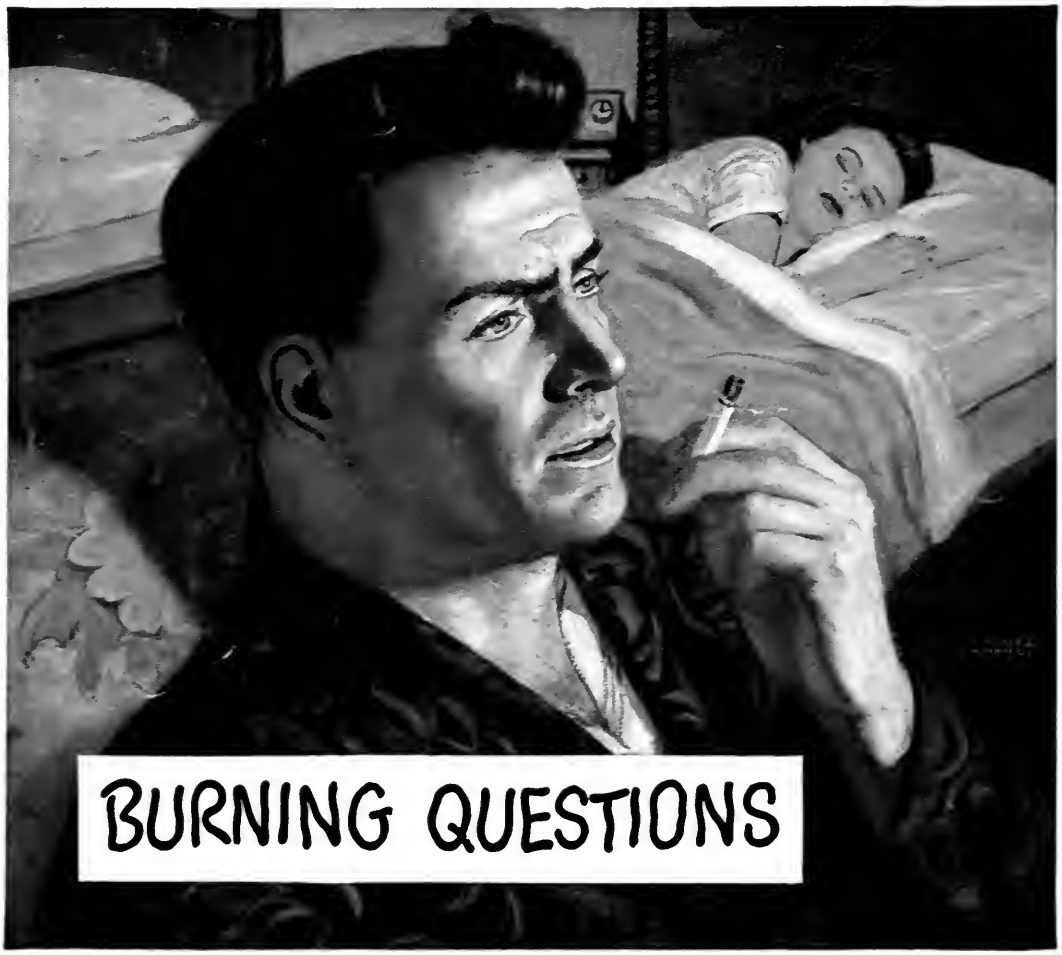
Recreation Training Institutes

March, April 1950

HELEN DAUNCEY Social Recreation	Long Beach, California March 6-10	Walter Scott, Director of School and Municipal Recreation, 715 Locust Avenue
	Salt Lake City, Utah March 13-17	L. C. Romney, Commissioner of Parks, City-County Building
	Ogden, Utah March 20-24	Robert D. Tucker, Secretary, Weber County Recreation Board, 709 City-County Building
	Jefferson County, Kentucky April 3-7	Charlie Vettiner, Director, Jefferson County Playground and Recreation Board, Armory Building, Louisville
	West Central States April 10-May 12	Schedule being developed
RUTH EHLERS Social Recreation	Montgomery County Rockville, Maryland March 6-10	Miss Ethel E. Sammis, Assistant Supervisor of Physical Education and Recreation, Department of Education, Mathieson Building, Baltimore
	Dorchester County, Cambridge, Maryland March 13-17	Miss Ethel E. Sammis, Assistant Supervisor of Physical Education and Recreation, Department of Education, Mathieson Building, Baltimore
	Memphis, Tennessee March 27-31	Mrs. Ruth C. Bush, Superintendent, Recreation Department, Fair Grounds
	Elizabeth, New Jersey April 17-21	Mrs. Ethel Mathiasen, Director, Bayway Community Center
ANNE LIVINGSTON Social Recreation	King County, Washington March 6-17	David J. Dubois, Superintendent of King County Parks and Recreation, 608-A County City Building, Seattle
	Yakima, Washington March 20-24	Ed. Putnam, Metropolitan Park District
	Pocatello, Idaho April 3-7	Mrs. Arilla Blackhurst, Chairman, Pocatello Recreation Commission, 527 West Benton
	Great Falls, Montana April 10-14	Kenneth Fowell, Director of Recreation, Washington School Building
	Weiser, Idaho April 17-21	Bob Haworth, Director of Recreation
	Olympia, Washington April 27, 28, 29	Harley L. Robertson, Director of Health, Physical Education and Recreation, State Department of Instruction
MILDRED SCANLON Social Recreation	Pennsylvania March 13-17	Dr. W. R. Gordon, in charge, Rural Sociology Extension, Pennsylvania State College, State College
	Kingsport, Tennessee April 3-7	W. C. McHorris, Director of Recreation
	Manassas, Virginia April 11-14	Miss Leona M. Kline, Home Demonstration Agent, Extension Service
	Pawtucket, Rhode Island April 17-21	Miss Alberta Sitzman, Chairman, Recreation Institute Committee, Blackstone Valley Council of Social Agencies, Pawtucket and Central Falls Y.W.C.A., 324 Broad Street, Central Falls
	State of Florida April 24-May 26	Dr. R. L. Fairing, Acting Head, Department of Citizenship Training, General Extension Division, University of Florida, Gainesville
FRANK STAPLES Arts and Crafts	Roanoke, Virginia March 6-17	Robert P. Hunter, Director of Parks and Recreation, Municipal Building, Room 4
	Greensboro, North Carolina March 20-31	Oka T. Hester, Director, Office of Parks and Recreation, 316 City Hall
	Statesville, North Carolina April 3-14	Charles Stapleton, Recreation Center, 315 South Meeting
	Danville, Illinois April 17-28	A. E. Firebaugh, Superintendent, Recreation Department, Washington School Building
GRACE WALKER Creative Recreation	Augusta, Georgia March 8-11	W. T. Johnson, President, Georgia State Recreation Association, 121 Ninth Street



Late at night, some men do their hardest worrying. Each thought glows like the burning end of a cigarette. Chain-thoughts like:

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"And how will that affect my other job—as husband, father, family provider? Will I be able to do the things we've planned? What about college for the children? And our home —will I always be able to meet payments?"

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